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ABSTRACT

The papers presented at a conference of book publishers from Asia, Canada and the United States are contained in this volume. The topics were: The Asian publisher: his problems and opportunities; The economic foundations of book publishing; The book in the context of nation-building; Publishing books for children; Publishing textbooks for elementary and secondary schools; Publishing problems needing the co-operation of government; Scholarly publishing: West to East; Publishing translations and co-editions of general and reference books; Producing English-language reprints of university textbooks and reference books; Publishing medical and scientific books; Successful book publishing--editing problems in Singapore; Successful book publishing--management. The seminar agenda, list of participants, a summary of the seminar, and the resolutions adopted are included. (SJ)

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BOOK PUBLISHING IN ASIA

Report on the Regional Seminar on Book Publishing,

held on 21-25 March, 1969

in Singapore

Sponsored jointly by Franklin Book Programs Inc. U.S.A.

and

SINGAPORE BOOK PUBLISHERS ASSOCIATION

LI 003 202

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REGIONAL SEMINAR ON BOOK PUBLISHING 21-25 MARCH, 1969
SPONSORED JOINTLY BY
FRANKLIN BOOK PROGRAMS INC., U.S.A. &
SINGAPORE BOOK PUBLISHERS ASSOCIATION

Participants from Malaysia, Thailand, Indonesia, Philippines, U.S.A., Canada and Singapore.

REGIONAL SEMINAR ON BOOK PUBLISHING
21-25 March, 1969

Sponsored jointly by
FRANKLIN BOOK PROGRAMS INC., U.S.A.
AND
SINGAPORE BOOK PUBLISHERS ASSOCIATION

AGENDA

FRIDAY
21st March, 1969

9.00 — 9.20	Welcome by Singapore host; response by U.S. co-host.
9.20 — 9.30	Description of purpose and plan of Seminar. (Mr. Donald Moore)
9.30 — 10.30	"The Asian Publisher: His Problems and Opportunities". (Speaker: Mr. N.T.S. Chopra)
10.30 — 10.45	Coffee Break
10.45 — 12.00	"The Economic Foundations of Book Publishing". (Speaker: Mr. Curtis G. Benjamin) 15 minute paper; balance, open discussion.
12.15 — 2.00	Luncheon
2.30 — 5.00	"The Book in the Context of Nation Building". (Speaker: Mr. George Thomson) 15 minute paper; balance, open discussion.
3.15 — 3.30	Coffee Break.

SATURDAY
22nd March, 1969

9.00 — 10.15	"Books for Children". (Speaker: Mr. Henry Z. Walck) 15 minute paper; balance, open discussion.
10.15 — 10.30	Coffee Break
10.30 — 12.00	"Publishing Textbooks on the Elementary and Secondary Level". (Speaker: Mr. Kenneth W. Lund) 15 minute paper; balance, open discussion.
12.15 — 2.00	Luncheon
2.30 — 3.15	"Publishing Problems Needing Cooperation of Government". (Speaker: Mr. Donald Moore) 15 minute paper; balance, open discussion.
3.15 — 3.30	Coffee Break
3.30 — 5.00	"Publishing Scholarly Books". (Speaker: Mr. Chester Kerr) 15 minute paper; balance, open discussion.

SUNDAY
23rd March, 1969

9.00 — 10.30	"Book Readers & Book Writers in a Developing Area". (Speaker: Alex Josey) 15 minute paper; balance, open discussion.
10.30 — 10.45	Coffee Break
10.45 — 12.00	"Publishing Translations and Co-editions of General and Reference Books". (Speaker: Mr. Zachary Morfogen) 15 minute paper; balance, open discussion.
12.15 — 2.00	Luncheon
2.30 — 3.30	"Publishing English-Language Reprints of University Textbooks and Reference Books". (Speaker: Mr. Curtis G. Benjamin) 15 minute paper; balance, open discussion.
3.30 — 3.45	Coffee Break
3.45 — 5.00	"The National and International Role of a Publishers Association". (Speaker: Mr. Donald Moore) 15 minute paper; balance, open discussion.

MONDAY
24th March, 1969

9.00 — 10.30	"Educational Book Publishing in Southeast Asia". (Speaker: Mr. Cho Jock Kim)
10.30 — 10.45	Coffee Break
10.45 — 12.00	Visit To Times Printers
12.00 — 1.30	Visit To McGraw-Hill Far Eastern Publishers (Singapore) Pte. Ltd.
1.30 — 2.15	Lunch (Jurong)
2.45 — 3.30	"Publishing Scientific & Medical Books". (Speaker: Mr. Harry Most) 15 minute paper; balance, open discussion.
3.45 — 5.00	"Successful Book Publishing". Speakers: A. "Editing" 10 minute paper; balance, open discussion. (Speaker: Mr. B. E. Nicholas) B. "Design and Production" 10 minute paper; balance, open discussion. (Speaker: Mr. Cho Jock Kim) C. "Marketing and Distribution" 10 minute paper; balance, open discussion. (Speaker: Mr. Donald Moore) D. "Management" 10 minute paper; balance, open discussion. (Speaker: Mr. Patrick Mowe)
7.00	Cocktails (Federal Publications) — "Adelphi".

TUESDAY
25th March, 1969

9.00 — 10.30	A plenary session for discussion of general topics not fully covered in previous sessions, such as: International copyright arrangements, Interdependence of the Government and Private Enterprise, Impact of the New Technology for Instruction and Information, Storage and Retrieval, Regional and Bilateral Schemes for Book Development Programs.
10.30 — 10.45	Coffee Break
10.45 — 12.00	Continuation of plenary session.
12.30 — 2.00	Luncheon
2.00 — 4.00	Rapporteurs' summary of seminar and discussion thereof and resolutions — if any, to be adopted.
7.45	Dinner (Singapore Book Publishers Association and Franklin Book Programs Inc.) — Greater Shanghai Restaurant.

THE SINGAPORE BOOK PUBLISHERS ASSOCIATION

47, THE ARCADE, RAFFLES PLACE,
SINGAPORE 1.

REGIONAL SEMINAR ON BOOK PUBLISHING
21-25 March, 1969

Sponsored jointly by
FRANKLIN BOOK PROGRAMS INC., U.S.A.
AND
SINGAPORE BOOK PUBLISHERS ASSOCIATION

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THE ASIAN PUBLISHER: HIS PROBLEMS AND OPPORTUNITIES

by

N. T. S. CHOPRA

Proprietor: Chopmen Enterprises
Hon. Secretary: Singapore Book Publishers Association
Chairman: National Book Development Council of Singapore

Views expressed in this paper are expressed in my personal capacity and not in the official capacity of any organisation I may be connected with.

A book publisher in the developing countries of Asia, has numerous problems as well as unlimited opportunities today.

The thirst for knowledge is continuously increasing in Asia as in other parts of the world. There is greater and greater demand every day for all kinds of books.

Problems: To understand the problems of an Asian Publisher, we have to examine the background situation of Asia. Most of the countries in Asia have been under foreign rule for a long time before becoming Independent in recent years. The education systems in these countries were geared to the requirements of the ruling powers. The books used in the schools and other educational institutions were mainly the imported ones. So the foreign publishers were able to establish themselves well and fully in the Asian countries. It is only when the Asian countries became independent not long ago, that an Asian publisher emerged. Infact it is merely the force of circumstances which created an Asian Publisher.

As soon as the Asian countries became Independent, naturally the Governments brought about revolutionary changes in the education policies and syllabuses to meet the new needs of the societies. Suddenly all kinds of new books were required. This was the opportunity for the enterpreneurs to enter the publishing field.

An Asian Book publisher publishes books suitable for home market only which in many cases is not large enough. As a result the first edition is very small and the production is not economical.

Purchasing power of the Asians is generally low which affects the sale of books.

No matter how big the Publisher is his finances always remain inadequate and he cannot even hope to get financial help from banks and the Government for he has only books to offer as security which are not considered good enough for obvious reasons.

The publishing industry is not even considered an Industry in many Asian countries, and as such the benefits which are offered to the industrialists by the Government are not extended to a book publisher.

Good writers are not easily available in some countries of Asia specially for university books.

Generally there is less reading consciousness and book mindedness in the Asians.

In some countries of Asia modern printing facilities are not available.

Asian publishers in many cases attach little or no importance to distribution of books with the result that some very well produced books do not sell.

There are not enough libraries in some Asian countries with obvious disadvantages to the Asian publisher.

There is unnecessary delay in collection of bills by publishers which deters expanded reproduction.

In some Asian countries, there is a language problem. There are too many languages to be looked after.

In some countries in Asia the attitude of the Governments towards the publishing industry is quite indifferent, so to say. They, encourage the use of books which are the cheapest in price whether it is imported or not. In other words no protection is granted to the book industry, even if the general policy in the country may be to protect the local industries.

School textbooks in some countries of Asia are produced by the Governments or Government aided agencies which deter the expansion of publishing in the private sector.

There are too frequent changes in the syllabuses.

Piracy is quite common in some of the Asian countries. Copyright laws are not strong enough.

Of course there are many many more problems for an Asian publisher. Many of the factors which cause problems are the ones which give rise to opportunities as well.

Solutions and Opportunities:

Solutions may be suggested and opportunities can exist only when the Governments in the Asian countries can realise that even in the smallest of the Asian countries, the book industry is a multi-million dollar industry which must be protected and patronised like any other industry and which must be given a definite place in the overall economic planning of the country.

Many of the problems of the Asian publisher will be automatically solved if the Governments encourage private enterprise in book publishing and take necessary steps to ensure the use of local books wherever available as textbooks specially in the schools. By publishing books for use in schools the Governments will discourage the enterpreneurs to invest in the publishing industry.

There is a danger that the capital will fly to other industries. So solutions must be found to all the problems of an Asian publisher before it is too late. Sacrifice has to be made, if necessary, by the nation if the books produced locally are not cheap enough or the quality is not 100% satisfactory in the beginning. Infact to bring about national consciousness it is necessary that the schools use textbooks produced by Asian publishers, written by local authors with local content, and printed in Asia.

It is surprising that in some countries no faith is shown in local books and foreign books are still given preference for mysterious reasons. If Asian countries can cooperate among themselves, I believe, they can be self sufficient almost instantly in books for schools at least up to the School Certificate level.

Solutions to many problems also lie in extending the market for books produced in Asia. Common syllabuses which are possible in many subjects, if introduced in the schools and Universities of the Asian countries which are represented here at least, can help us to widen the scope of our markets and increase the volume of our first editions. As a result the quality of books will improve, costs would go down and the books will be priced low.

Free movement of books within Asia should be encouraged and all restrictions and import duties wherever those exist should be removed.

The foreign publishers should earn goodwill by helping the Asian publisher to get established fast, for sooner or later he will be, with or without their help. They should encourage joint publications and Asian reprints and paper back editions of popular general and text books. An Asian publisher has to widen his horizon and think of the world market as his market.

There is a need to strengthen the copyright laws in many of the Asian countries and those indulging in piracy and other such acts should be severely punished.

Seminars such as these should be held more frequently and on special problems separately such as only on distribution or financing or production.

In some of the Asian countries great efforts are being made to encourage reading

consciousness and book mindedness. National Book Development Councils have been formed in a few Asian countries including Singapore, and Malaysia, which will help to solve some of the problems of the Asian publishers.

There are unlimited opportunities for the publishers in Asia where literacy is increasing very very fast. Infact there is a danger that due to lack of enough reading material, the new literates may relapse into illiteracy again. Proper planning for producing enough reading material for all age groups is required.

In Singapore we are very fortunate in many respects as far as the book publishing industry is concerned. All those concerned know that we have enough books produced by local publishers — cheap and good — for use in the six classes of the Primary Schools. There is absolutely no need to use any imported books for these classes. In fact before long we may be self sufficient for books up to the School Certificate level.

There is no shortage of good writers in Singapore. Rather there is not enough encouragement and patronage given to them. Most of the publishers here can very well manage the finance even.

In Singapore we have some of the best modern printing facilities even for colour production, and the printing costs are cheaper as compared to most of the other countries with similar facilities. Your visit to the Jurong Factory of the McGraw-Hill Far Eastern Publishers (Singapore) Pte. Ltd. on Monday, will convince you of not only very high printing standards of Singapore but also the extent of the volume of work at a very fast speed which is made possible by the modern equipment which I am told has been installed or will be installed at a huge cost. Similarly on the same day you will be visiting the Times Printers, which have so far been one of the best printers in this region.

A little cooperation among the Asian publishers themselves will help a great deal to solve many of their problems. Opportunities are tremendous. Let us work together for common good.

THE ECONOMIC FOUNDATIONS OF BOOK PUBLISHING

By CURTIS G. BENJAMIN

Formerly President and Chairman
McGraw-Hill Book Company

Not long ago a friend of mine, a wise and knowledgeable man, remarked wistfully, "Of one thing I'm firmly convinced: You can't fill book gaps with books." As an officer of a large international organization, he had had opportunities to observe a number of book development programs in several parts of the world over a twenty-year period. Hearing his enigmatic remark, I had expected my friend to go on and say that he had found the book gaps of the world to be so wide and so deep as to preclude any hope that enough books ever could be produced to fill them. But this simple cliche, which one so often hears, was not the burden of his thought.

What the remark meant, he explained, was that in his observation far too many book development programs had failed because they had concentrated on production and neglected distribution and utilization. In too many cases, after thousands of desperately needed books had been produced, it was discovered that far too many were left sitting in warehouses — that there were no suitable mechanisms or facilities for effective movement of the books into the gaps. Nor were the gaps adequately prepared to receive the books and to make effective and compensatory use of them.

What my friend really meant, of course, was that book gaps cannot be filled by books **alone** — that the supply of books, no matter how plentiful, will not fill a country's need unless adequate marketing mechanisms and sufficient distribution channels have been provided, and unless rewarding use of the books is assured in the end.

I have referred to my friend's remarks for two reasons: First to put the subject of publishing into a properly broad economic perspective; second, to suggest that publishers everywhere have the responsibility to remind, constantly and forcefully, the planners and movers of book development programs that there is much more to successful publishing than the mere production of needed books in the largest quantities that can be afforded.

Now, I shall go even further and say that publishers everywhere have the obligation to make clear to all concerned the true nature of book gaps in most of our countries. I say "in most of our countries" because only a very few countries, if any, can claim that they have no book gaps of one kind or another. (Certainly we have several serious ones in the United States.) In thinking about these book gaps and in attempting to deal with them, it is important that all concerned make a clear distinction between the real **need** and the **effective demand** for books. To the intelligent but uninformed outsider (and, indeed, to some insiders who should know better) the book gap has seemed to be simply a shortage of books. This conclusion often has led to narrowly planned aid programs designed only to increase the quantity of books in print — programs designed only to increase the quantity of books in print — programs such as the ones my friend was sighing over. Most of these programs have failed, or are failing, because in fact the gap is between the effective **market demand** and the real **need.** To put it another way, the created market demand has come nowhere near to matching the national need. In a good number of countries that have serious book gaps, the book industry has the capacity to produce very nearly as many books as are needed. In those countries the real problem is to stimulate the consumers — governmental, institutional, and private — to want and to use more books and to allocate to the purchase of books sufficient financial resources to create effective market demands. This developmental strategy is possible only through broadly based programs and methods that are not often enough associated with mere "gap-filling" book production. All of us know that publishing skills, printing facilities ,and production materials are of little value if supporting markets for the published product are not readily accessible and favourably

conditioned. We must keep this basic economic fact ever before us; moreover, we must strive to make it clearly understood by our book-minded friends and colleagues in education, government, international organizations, and private philanthropy.

Now, how does a nation create an effective market demand for books? How does it sustain the demand at a level that will support a viable book industry? In short how does it go about the task of reducing the gap between the often seemingly **limitless** national need for books and the **limited** actual market for them?

In seeking the answers to these questions, let us consider separately the several major markets that form the economic foundation of the book industry in every nation of the world.

First and by far the most important, of course ,is the education market — the market for textbooks, reference books, and related printed materials. Since others will later discuss educational publishing in some detail, I shall here confine myself to a few points of economic relevance.

As we all know, the education market usually is not only the largest but also the most profitable of all for indigenous book industries. Hence the development of this market is of primary importance in the development of a book industry that will adequately serve a nation's needs. In order to develop an effective market demand, the educational system must, of course, be organized to encourage the use of books as basic tools of instruction and to instill lifetime reading habits in students. Further, as noted earlier, sufficient financial resources must be allocated for the purchase of books for at least minimal use by **all** students, not just those of rich families. This means that the book component must be planned and built in as a carefully integrated part of the total educational system. All too often this is not done. All too often books are presumed to be a basic educational necessity, yet unlike other basics, their purchase is not adequately provided for.

It is hard to explain this neglect because even in countries where educational books are plentifully provided, their cost is only a small fraction of the total cost of the educational system. Assuming your forgiveness of my doing so, I shall cite the relative cost in my own country. In the United States in 1967, approximately $48.5 billion was spent on education, including both public and private institutions from kindergarten through the university graduate level. The expenditure for books and other printed educational materials, including laboratory manuals, workbooks, tests, etc., was about $952 million. (Public, institutional, and private purchases of all kinds, including school and college library purchases, are counted in this total.) Thus the cost of books was slightly less than 2 percent of the total expenditure on education for the year.

The smallness of this fraction surprises many people both at home and abroad. In fact, some find it hard to believe. I venture to say, however, that if the facts were known, the fraction would be even smaller in most other industrially developed countries. Hence I am led to suggest that publishers everywhere should emphasize the fact that in the economy of education the cost of books is actually a low factor — very low, certainly, in relation to the educative value of books.

On the subject of educational costs, you as publishers may be interested in knowing that of the total cost of educational books purchased in my country in 1967, only one-tenth represented the cost of copyrights. This means that the copyright proprietors of all the books bought for educational use received only two-tenths of 1 percent of the total education expenditure. The smallness of this fraction should be carefully pondered by educators, government officials, and all others in developing countries who think that low-cost access to copyrights will go a long way toward solving their problems with education budgets. Surely, these people are closing their eyes to some hard economic facts of both publishing and education.

In final reference to the economic importance of the educational book market, I want to make an observation that is admittedly both doctrinaire and debatable. This has to do with the nationalization of textbook production in certain developing countries. It seems plain that any substantial engagement of a government as publisher is bound to have a repressive influence on the development of a private-

enterprise book industry. As noted above, in almost all developed countries the production of educational books is the mainstay of the publishing industry. I suggest, then, that wherever this economically important area is preempted by the government, it will be very difficult for private industry to serve adequately the nation's need for other kinds of essential books.

In making this statement, I know that governmental production is the only way in which even minimal needs for textbooks can be met at present in certain developing countries. But even in such cases, I still would support the validity of my point as an important consideration in a nation's total developmental plan.

In all the major publishing countries of the world, the library market ranks next to the education market in economic importance. It provides basic support for the publication of many categories of essential books, such as professional treatises, scholarly monographs, historical series, and several kinds of reference books, including specialized encyclopedias and dictionaries, bibliographies, indexes, glossaries, directories, and statistical guides. Without a substantial library market, many important works of such character cannot be published. Thus it follows that the economic viability of a large sector of a nation's book industry (a large section of the hidden part of the iceberg) depends directly upon the size and purchasing power of the libraries.

Nowhere has the economic importance of this relationship been more amply demonstrated than in the United States. Therefore, I shall again ask your indulgence of my citing our own experience. As everyone here must know, the sales of our book industry have soared and profits have increased substantially in the past decade. (Indeed, for the first time in our history, book publishing has come to be looked upon as an attractive commercial industry and not a form of gambling like horse racing.) Much of the reason for this salutory change lies in the greatly increased affluence of U.S. libraries. The record speaks for itself: In 1959 our library purchases of books totaled approximately $94 million; in 1968 the total was approximately $392 million — a fourfold increase! A large part of this increase was in federal (i.e. central) government expenditures, many of which had to be matched by local expenditures. The federal government's aid to nonfederal libraries for the purchase of books and other printed materials was increased in the decade from $2.3 million to approximately $200 million annually. This great increase reflected a most welcome change in public policy, something which came with a rush in the second half of the decade. (As an aside, I can say as one who was involved in its genesis that this change in governmental policy was not come by easily.)

In this connection you may be interested to note in passing that our "National Library Week" is widely credited for stimulating the increased governmental support of our library systems. As many of you know, this highly successful annual program for the promotion of the high value of books and reading is jointly sponsored by the American Library Association and our book industry trade associations. What some of you may not know is that the idea of a national library week was originally conceived and successfully promoted by one of our great book publishers, the late Harold Ginzberg.

In a broader view, I want here to note that the cultural, educational, and economic development of any country goes hand in hand with the development of adequate library services to the population at large. We have already noted that library purchases are basic to the development of an economically viable book industry. Here public-service and commercial interests are closely interlocked and interdependent; one element cannot thrive without the other. I recommend, therefore, that this conference embrace the proposition that the welfare of libraries and of the book industry are identical and mutually supportable, and that librarians and book publishers should work closely together at all times and in all things.

A third book market of major economic importance is that for practical books and manuals for workers and trainees in agriculture, commerce, industry, and government service. Though substantial in most countries, this market is highly fragmented, is difficult to measure, and is somewhat difficult to reach. Usually it must be sold by newspaper, magazine, and direct-mail advertising, plus personal selling through formal training programs, plus promotion through specialized booksellers. This area

of publishing is, of course, of critical importance to the economic development of any nation.

A fourth important market is generated by myriad individual purchases of general reference books for everyday use — encyclopedias, dictionaries, atlases, almanacs, and the like. As all publishers know, such works are sold in astonishing numbers in many of the less as well as all of the more economically affluent countries of the world. This extensive market usually is reached by door-to-door selling on subscription and installment payment plans. It is an important factor, of course, in supplying a population with informal educational and informational tools.

A fifth book market of some economic importance is that for literary works — fiction and nonfiction, produced for the general public and read for their recreational, cultural, intellectual, and spiritual values. It represents the publicly visible part of the book-industry iceberg, and as such it holds the spotlight of public attention. Yet it usually is the least profitable sector of the book industry. Its nature is somewhat amorphous and shifting; thus it is difficult to fix and measure. It is supported largely by sales through booksellers, book clubs, and lending libraries. Everywhere its economic health is dependent, of course, upon the educational level of the population.

In many countries still another major market is created by effective demands for children's books. These demands usually are related to educational efforts; thus children's books represent a substantial component of educational book requirements. In some countries school libraries provide the basic support of children's books. Everywhere bookshops, newsstands, and gift shops provide general access to the market. In all parts of the world children's books are of national importance in fostering literacy and the priceless habit of reading — not to mention the beautiful joy they give the young.

Returning now to my purpose in describing the major book markets, I want to suggest that any country with a serious interest in developing a nationally serviceable book industry should study the economics of each market area separately. In each, close attention should be given to the realities of potential supply and effective demand. Only thus can the requirements of each area be grasped and measured. And thus it becomes possible to put together a national synthesis, and then to assign action priorities based on needs balanced by economic feasibility.

This kind of economic analysis and planning, to be sure, requires a large national effort. It can best be done, I suggest, as a joint effort between government and private-sector interests, with educators, librarians, and other professional people having a large part in the undertaking. In many cases the finest result of such national planning would be the blocking of extravagently conceived and economically impossible programs for filling book gaps that cannot be filled with books alone.

So much — perhaps too much — for the basic importance of the economy of markets. Let us next consider a few other aspects of publishing economy that are too often overlooked in planning book development programs.

First in logical order comes the economy of manufacture. Here it is of primary importance to note that the factor of materials usually is more critical than machinery or labor. Paper, inks, and binding materials usually are in short supply and have to be heavily imported by developing countries. This involves problems of cost and foreign-currency exchange, with which all of us are painfully familiar. Often import duties are also imposed. Many nations that desperately need low-priced books have imposed substantial import duties on book manufacturing materials, yet have allowed duty-free import of manufactured books. Clearly, this senseless behavior not only handicaps indigenous publishing and printing, it also broadly hinders educational and economic development.

Here it may be useful to touch on another germane point of manufacturing economy, namely, the frequent exaggeration of the economies of scale in book production. Around the world far too many uninformed people have been led to believe that books can be manufactured dirt-cheap if only enough copies can be printed at a time. Everyone here knows that this simply is not so, that actually the point of diminished savings is quickly reached in scaled-up print-

ings. We know that certain fixed costs per copy are the same, no matter whether 1,000 or 100,000 copies are printed; that for the average book, savings in unit cost quickly diminish for printings beyond 10,000 copies. Hence, we publishers have an obligation, I think, to impress upon public officials, educators, and all others interested in book development programs the plain fact that no economic miracles are possible here. I myself never miss an opportunity to surprise interested persons by stating the size of the median printing of McGraw-Hill books. Last year it was less than 4,000 copies for hard-bound titles — and we printed more than 18 million copies of hard-bound books during the year.

Next comes the economy of distribution, about which I shall first remark the obvious: that no book publishing industry anywhere can adequately serve a nation's needs without the support of a sound and efficient network of competent wholesalers and retailers. Yet in most countries little attention is given — even by publishers — to the economic welfare of such a distribution system. Far too often publishers and booksellers alike are guilty of irregular trading practices that create havoc in the marketplace — practices that cause hostility and distrust where harmony and mutual help should be the rule. Disrupted and uneconomic distribution is hurtful, obviously, to the public interest as well as to the book industry. It seems, then, that publishers everywhere (with only a few countries excepted) have a special obligation to work much harder at the elimination of unfair, disruptive, and hurtful trade practices.

Next, and closely related to distribution, comes the economy of transport. This is far more important to the book industry than the casual observer might think. Indeed, the foregoing proposition can be extended by saying that no book distribution system anywhere can function well without fast, safe, and low-cost shipping facilities. Governments that want more books at lower costs made readily available to the total population can help with this problem by providing preferred postal rates and subsidized freightage; also, by protecting against pilferage and other dishonest and unlawful occurrences in transport. In many a country the lack of economic and dependable transport has by itself confined book markets to one or two large metropolitan centers. What a pity!

Now a few words about the economics of working capital. I have saved this until the last because in many countries it presents the most important, yet the least recognized, problem of the book publishing industry. It is especially acute, of course, in developing countries where owned capital is scarce and borrowed capital is hard to come by even at the highest rates of interest.

Everywhere in the world, even in the most affluent countries, most book publishers have to go to their bankers at least once or twice a year. Often it is a year-around, never-ending visit. And almost everywhere bankers look upon publishing loans with eyes that are colder than usual, and publishers have to pay higher than usual interest rates. Unfortunately, in most countries of the world book publishing is not looked upon as a prime business risk. In certain developing countries, publishers pay rates as high as 20 to 40 percent on fully secured short-term commercial loans.

The chief cause of this financial stress is, of course, the slowness in turnover of the publisher's working capital. Under even the most favorable conditions, prepublication investments (largely editorial expense) turn over about once in two years, inventory investments about once a year, and receivables about four times a year. (In the United States the major item, inventories, presently turns over 1.3 times per year; in the major European countries the rate is considerably lower.)

Naturally, borrowing capital to finance this kind of business operation puts a hurtful squeeze on publishers throughout the world. The squeeze is especially hurtful in developing countries, where it has several grievous effects, some of which are readily observable and some not.

First, the squeeze causes short-run printings, which result, of course, in higher unit costs and higher consumer prices. Too often books must be produced and priced for quick get-out on one printing only, and thus the price and profit advantages of low-cost second printings are lost. And thus, also, many a good book is lost to continuing public use.

Second, for time-money savings, many books are sent to press before they are

ready. Thus editorial quality is sacrificed. This is especially lamentable in the production of textbooks.

Third, funds for announcement and promotion expense following publication are often curtailed. This is hurtful to desired public awareness as well as sales.

Fourth, the need to turn slow-moving inventory into cash often prompts unsound business practices, such as special discounts and dumping in bargain markets, which are demoralizing to the book trade as a whole.

Fifth, publishers are motivated to fill their lists with "quickie" sensational books and to forgo more solid and more badly needed books that require larger and longer-term capital investment.

In view of all these hurtful consequences of high-cost working capital, it seems that all governments of developing countries and all interested international organizations and public-interest foundations should pay much more attention to the financial need of indigenous book publishing enterprises. A curing of this basic economic debility would quickly cure many of the related secondary ailments that have received to date much more attention. It is encouraging, however, to observe that several influential and resourceful organizations are now expressing knowledgeable interest in the problem. They include UNESCO, the World Bank's International Finance Corporation, and a number of regional and national developmental banks. Now we can hope that these organizations are at last beginning to see that every developing country is as much in need of low-cost capital for its book industry as for its hydraulic dams, its highways and railroads, and its industrial plants — including even its paper mills and printing plants.

STATISTICAL INFORMATION

U.S. Library Expenditures for Books

(In millions of U.S. dollars — estimated)

Library Classification	1968	1965	1963	1961	1959
Public	$ 91.1	$ 73.6	$ 54.9	$ 44.0	$ 34.0
College and University	125.5	76.9	51.8	37.9	24.0
Special Purpose	20.3	17.3	13.0	13.2	11.5
School	155.0	93.3	69.5	41.0	24.3
Totals	$391.9	$261.1	$189.2	$136.1	$ 93.8

(Source: The Bowker Annual)

U.S. Federal Government Expenditures for Books

(In millions of U.S. dollars — estimated)

1968	1965	1963	1961	1959
$200.0	$ 27.0	$ 15.0	$ 14.0	$ 2.3

(Source: U.S. Office of Education)

Financial and Operating Ratios

(Annual statistical reports of 58-70 U.S. publishers)

	1967	1966	1965	1964	1963
Net Sales — %	100.0	100.0	100.0	100.0	100.0
Gross Margin on Sales — %	50.0	50.0	49.3	48.4	47.4
Operating Expense — %	43.4	41.2	42.2	41.9	41.6
Profit after Taxes — %	5.2	6.3	5.8	5.2	4.3
Sales per $ of Investment	$1.70	$2.06	$1.72	$1.82	$1.78
% Return on Investment	9.8	12.4	9.1	7.8	7.4

March 1969

THE BOOK IN THE CONTEXT OF NATION-BUILDING

by

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May I first of all say what a great pleasure it is to see such a crowded room concentrating on the inanimate cause of animate thinking, namely the book. I have always felt in Singapore that the book has been a much under-rated, a much under-used and a much under-produced article. In fact, the first thing to which family planning seems to apply in Singapore is to the children of the mind rather than the children of the body. Now that you are assembled as an anti family planning group for the children of the mind, I am indeed happy to have accepted this invitation, though recently-given, and to come and speak to you, and I note that although you are devotees of the word, you only expect 15 minutes of words from me; and in a true democratic context, have arranged for discussion to be quite as long as the presentation. This I happily accept, but your Secretary, Mr. Chopra has been pointing out to me that whereas I had thought you broke off at 3.30 this afternoon, you are here in fact until 5.00 p.m., and I am therefore the prisoner of your brain-picking aptitude this whole afternoon. As a sacrificial vitcim for that length of time, may I again say that I am happy to be here.

To talk on such a wide theme in such a short time is indeed difficult, particularly when it is a subject so congenial and so much to one's heart, but as there is plenty time for discussion, let me paint with very broad lines and leave you either to alter the main lines or fill in the details according to your inclinations.

It is in the context of nation-building, that the book should come alive. If nation-building needs more thinking, more analysis, more exposition, the book must play its part. I want in the first part to say what the problem is; and only secondly to volunteer — I come to the diminuendo because you are experts on the book — some reasons why the book rather than the radio and television and other means of communications must play a predominant part. Let me start very broadly by saying quite bluntly if not originally that we are in an age of revolution, an age of change, an age when men's minds cannot be the creatures of habit. You can't live by old habits in a new world, and it is basically in this context, it seems to me, that this world revolution is set. Remember that we in Asia are experiencing simultaneous revolutions. The history of the West has been a history of revolutions, but taken in easy strides, its political revolution, then its industrial revolution, its social revolution and then its technological revolution. All these four revolutions have rushed into Asia since 1947 to be used by new hands in new circumstances with new urgencies and for new purposes. So it is the simultaneity of these revolutions that is distinctive. Secondly, it is the fundamental nature of the revolutions. The great agony of Asian societies today is to unveil, to define self-consciously what is distinctive in their traditional souls and preserve what is ancient and stable within them, in the new thrusting and ever changing world which has come with the technological revolution. They are multiple revolutions and they are simultaneous revolutions and they are inevitable revolutions. They are not revolutions of choice. They are not revolutions that men have taken voluntarily. It is the process of history, a process of God, a process of nature — don't let me get theological at this stage. But it is a process. If it is a process of God, I always remember what a pawky Scotsman once said, 'If it is a process, if God's will must be done, then let us help him all we can.'

What is it that we are concerned with in the age of nation-building? Yesterday morning after a lecture, I was asked the question 'what is it that inhibits nation-building in Singapore?'; as if it was something which others had already done, something which we have already done and therefore, what we could easily repeatedly

do, but for some reason, defect of will or of intelligence, it was not being done. Remember this is something new: Asia, and the new countries with which we are concerned in this conference are concerned with three things: first self analysis. We have got to realise the fundamentals of our problems. It is only when things change, that one challenges them and analyses them. Secondly, there must be self-expression. What is this Asian soul? What is a Malaysian soul? What is a Singapore personality? Things never defined before have now to be defined; and you can see the role that the book plays in this. Having expressed the self, the self must be organised; that is a two way process, one of self discovery, self expression of setting the pattern; and then the pattern having been set, communication of it in terms of democracy. Asia is not exchanging one elite for another. The Asian people have been brought on to the stage as the revolutionary chorus and refuse to be pushed off again without education, without health, without security and without power. They have been brought on the stage to stay: and therefore the greatest problem of mass literacy the world has ever seen has arisen since 1947.

The nation is the natural group in the new pattern of the world. I leave that with a full stop, because otherwise I give you six lectures; and there isn't time for that. Let me briefly make the categorical assertion, that the nation is a group of common interests and with a common way of life. I think the best way I can illustrate this problem is to go to that greatest of all book writers, that man who has created more profits for more book publishers for more centuries than any other, the gentleman of Straford-on-avon William Shakespeare; (or perhaps the claim should be made for 'Bible'! The anonymous). But William Shakespeare has a name. He said that 'all the world's a stage and all the men and women merely players.' This is what it seems to me is happening in the world today. New people have got new roles on new stages, writing new plays and with new vocabularies, and it seems to me that it is in this setting that the book has to play its part. You may say why do I put it so melodramatically? But we all in society have a role: the book publisher has his image of himself that he tries to live up to, the soldier, the sailor, the politician, the artist — each have their own image, each have their role to play, and so when we think today in these terms, it seems to me here again the book comes plum into the picture in creating this form of personality in the perpetual human drama of human history. Let me just give you two examples quickly; for after all in 15 minutes you cannot expect much but generalisation; you must provide the details for yourselves or draw them out of me. One new image we have got in Singapore is the patriot. You can't have a patriot until you have a nation. Once you have a nation, the nation is something to fight, something to die for if necessary, and therefore patriot, a proud word in the English language, has got to build its own association, not an airy insubstantially nothing, but that for which a man puts his own life at stake in the interest of his country. In terms of this imagination, we can help ourselves actively by learning from other nations. It is the essence of communication that we have to drawn on the experience of others, but not to an extent which drowns our own experience, or so inhibit us from expressing ourselves because we cast the mind and match against the might and majesty and mass of learning which has gone before.

A second example we in Singapore are concerned with our problem of urban renewal, rebuilding a city in the shape of a Florence or a Venice, to make Singapore a place of beauty visually, a place of which people are proud, in which people are proud to live, a place to which tourists are proud to come; and having come as to Rome or Florence, Agra or a Peking, will remember with delight their days with us, and take away with delight their recollections in order to share them with others.

If we see nation-building not as something completely new, not as something to be taken off the shelf of an emporium and make in another country, then it seems to me the self-expression in the book, the communication of the book, the discipline which comes through the reading of the book and accepting the logic and purposes of the book, play an essential part in this climate of nation-building. When we talk of nation-building in the singular, let us remember nation-building in the plural. There are 126 nations in the United Nations today, each has its own state, its own language, setting its own role for the future; yet we must not impinge on each other, otherwise national confusions will frustrate

national construction. And here I think that in the lack of a universal language, although English is slowly moving into that role, one of the major functions of the book in the world of democracy in which each man is largely the prisoner of the country of his birth, is to get into communication with others. You cannot buy in Singapore an anthology which will let us into the minds of the people of Burma: you cannot buy in Singapore, an anthology which will let English-speaking people into the minds of the Thai. This is the essence of translation against the arrogance of those who write in one language and do not encourage translation. This is a field it seems to me in which you have an essential role. Where does the book fit into this as a preferable method, not the only method, because I always ask when I hear of audio visual aids, who aids who? Is the audio-visual aiding the book or has the book merely in the age MacLuhan become the passive servant-in-aid to the audio-visual medium, the book of the play, the book of the film, the book of the television programme, the book which, when all else fails, one picks up as a last resort, I think we have got to keep the primacy of the book, otherwise the only difference between us and the ancient Egyptian is that the ancient Egyptian had static hieroglyphics, and we have animated hieroglyphics and the book in neither can play its essential role. But the essence of the book it seems to me lies in three choices. First the choice of speed. For all that the educators and the mass medium tries to strike the happy medium of the pace of absorption, each of us have a different rate of absorption. The book ideally suited to the level of intelligence, to the speed of adoption of each individual. Apart from the speed, there is the time of adoption. It is learning immediately available. The second which come into focus is that the book has an element of choice. In this age of universal knowledge, all men cannot know all things of all themes, and yet we don't want people to follow experts on a prefabricated and pre-built road. Men does not want to be a bus, or a tram; he must be a camel wandering as widely as possible wherever his inclination leads him. And this is what the book with its infinite variety compared with the time table limitations of the radio, or television or any other of the mediums can give: it gives man the basic freedom of choice. There is truth still in the old Victorian belief that you look at a man's library and you read his interests, you read his character, you read the depth of intelligence, from the books that you saw on his shelf. The third choice that we have is the choice of expression. How many of us can get on to T.V.? How many of us get on to the radio? How many of us can fill a hall and get the audience there? but one pen, one paper, one typewriter, then we can express ourselves without the difficulties of learning another medium. And as the book is essentially a duality of experience a two-way traffic, it seems to me that the book has its crucial role in the democratic multilogue.

I have not spoken to you about the problems of mass literacy and the like. This I am sure you all have and they would not be new to you, but if we see a world engaged on the largest exercise in self discovery, self expression and self-organisation, then you who are concerned with the access to the mind of the men and women of this new world, the world at its most disturbed, the world at its most turbulent, the world at its most democratic, the world at its greatest potential in the technological age, you can really feel that if you are not the priests of the modern world, at least you are the prayer book publishers of the modern world. Let us then have more prayer books for a confident future.

PUBLISHING BOOKS FOR CHILDREN

by

HENRY Z. WALCK

President
Henry Z. Walck Inc.

This paper will be limited to a description of juvenile book publishing in the United States and, for the most part, to the areas that are different from other publishing specialties. Statistics will be taken from reports compiled for the American Book Publishers' Council and for the American Educational Publishers' Institute, *The Bowker Annual of Library and Book Information* or from estimates prepared by the statistician for The American Book Publishers' Council. Opinions will be my own and I take sole responsibility for them.

In our country, children's books are considered essential supplements to textbooks. Learning to read is a prerequisite of all formal learning. The textbook is the tool for teaching the basic reading skill. Children's books provide additional reading material for practice and for enjoyment. A major purpose of juvenile books is to help the child discover that reading is fun.

Children's books supplement textbooks in many ways. Picture books stimulate interest in art and creativity. My own company publishes several books without any text but with the story clearly told in pictures. They are intended for use by preschool children but they have also been used to teach creative writing in the third grade — mostly nine-year-old children.

Some books are to be read in advance of formal study in order to create motivating interest in the subject. For example, one of our own books called LINES AND SHAPES starts with familiar sights like rainbows, tabletops, bridges etc., and provides an exciting introduction to the concepts of geometry. Children enjoy reading it a few years before beginning the study of geometry.

Easy-to-read, high-interest-level books are for the below-average reader who might be discouraged and refuse to read the "childish" stories of his reading level. Also there are books at a higher-than-average reading level to stimulate and challenge more capable children.

Children's book publishers must keep alert to educational needs. These needs have been changing rapidly in the past few decades. The use of machinery to replace unskilled labor means that all children must receive more than the old-time minimum education. The rapid increase in total available knowledge means that the child has more to learn during his school years. The ease and speed with which people move about the world requires a broader knowledge of other peoples and other parts of the world. My house is particularly interested in such books and over 40% of the books on our list are of foreign authorship.

You will agree, I am sure, that most of the work and responsibilities of children's book editors is quite similar to that of adult trade book editors. Encouraging and working with the authors — steering them toward saleable projects — seeing that the authors maintain a high standard of writing and so on are as important in juvenile departments as in trade.

There are also editorial matters more or less peculiar to children's books. The writing must show that the author really knows children and their interests, and he must be able to reach children with his words.

When considering a new author, it is important to feel convinced that the author will be able to continue writing books of equal or better quality. If children like a book, they want to read others by the same author to a greater extent than adults do.

It is necessary that the subject matter of the book be suitable for the age group and of interest to that group. An attempt

to have a book fit in several age groups risks being of interest to none of them.

In books of fiction we want to be sure that the characters are credible and that the hero's reactions are genuine and understandable. The reader should be able to identify himself with the hero.

Outside editorial judgement by experts in the field is often obtained for non-fiction manuscripts. Frequently this will cover illustrations as well as text. Age-level is particularly important in non-fiction books. The subject must be suitable for the age-level for which it is written but the material must not be over-simplified for that level. It must, of course, be unbiased and up-to-date.

No doubt you as well as we consider that the illustrations and the design of the book are of utmost importance in juveniles. In our country, for the very lowest age-level books the author and illustrator are frequently the same person or a husband-wife team. There have, however, been happy collaborations between author and artist, previously unknown to each other.

The size and shape of the book can vary greatly within a maximum dictated by library shelving and a minimum which goes into a shoplifter's pocket too easily. In some publishing houses the Editor-in-Chief is also the Art Director. In my opinion, a separate Art Director should be under the supervision of the Editor-in-Chief who has overall responsibility for each book published.

The size of type and the leading are possibly more important in the United States than in some other countries. We feel that books for the very young need large type on a short line and with ample white space between the lines. Books for the older age-level should approach adult books in appearance, but we still use ample leading to provide good separation between the line. The book should look appealing and pleasant to read. We *never* "bulk" a book to make it look like more for the money. Some children look for a thin book with the feeling that it will not take too long to read it.

In our country most children obtain their books from libraries, and we estimate that libraries account for 85-90% of the juvenile books sold. As recently as ten years ago, less than one out of three primary and elementary schools had libraries, and the public libraries had full responsibility for providing books for the school's needs. This system was less efficient than it should have been. Different locations made co-operation between teachers and librarians difficult and reduced the child's enthusiasm for seeking the extra reading material. Also, under local laws, school funds and library funds usually came from different budgets and sometimes from a different form of taxation. It was not always easy to co-ordinate programs so that the library books were available to supplement the formal teaching program. Most important of all, there were not enough public libraries and their collections were not large enough.

Our educators now consider it essential that every school from first year up have a library, and librarians have set a minimum standard for such libraries of ten books per child. Some of our schools have not yet reached this standard, but we are making progress. Major obstacles to achievement are continuing shortages of both librarians and funds.

Starting in 1965, the federal government has made funds available for education, with library books included. This has speeded up the development of school libraries and permitted most to increase the size of their collections. School libraries are now the largest consumer of children's books and probably buy 65% or more of the total. We estimate public libraries buy an additional 20-25% of children's books sold.

This shift to school libraries as the major market has brought changes in the promotion advertising and selling of children's books. There are fewer than 1,000 bookstores in the U.S. selling higher-priced children's books. There are fewer than 10,000 public libraries, but more than 100,000 schools.

Most school and public libraries purchase children's books from whole-salers. Some purchase direct from publishers and a few buy from bookstores. Bookstores buy mostly from publishers and very little from wholesalers. But regardless of the

channel through which the books move to the consumer, the publisher must create the demand.

Space advertising of children's books is not very important. Most publishers advertise the spring books, and again the autumn books, in single list advertisements. Advertisements covering a single title or a few closely related titles are often placed in magazines like the *School Library Journal* but they are rare indeed in newspapers. Juvenile book departments spend about 23% of their advertising and promotion budgets for space advertising, but adult trade departments use 52% for such advertising.

Samples are an important factor in a juvenile publisher's promotion and an average of six to seven hundred copies per title are used this way. Reviewers for newspapers, magazines and radio stations receive copies, but from 85-90% of the samples are examination copies for schools and libraries. Some states have committees examine all books submitted and prepare reports on them or, in some cases, an approved list is issued. Large cities prepare lists for their own use. Recently some smaller communities have been developing regional library systems to perform this service.

There are many varieties of schemes for examining books and publisher must send examination copies to each agency or committee.

Recommendations by certain journals and non-commercial organizations help influence librarians in their purchasing. A joint committee of the American Library Association and The Children's Book Council has chosen the most important agencies and assigned standard one or two letter codes to them. For example. WC = *Wilson Children's* Catalogue — LJ = *School Library Journal* — BE = *ALA Basic Book Collection for Elementary Grades*. It is useful to print these codes for each book listed in catalogues and circulars. A title with a long list of recommendation codes is almost certain to be successful.

Circulars and catalogues are the most important way of promoting children's books. Some publishers mail circulars each month of the school year but frequently limit the mailing to large schools. I prefer to mail about four circulars during the school year to more schools. Our mailing list now has over 80,000 names. Catalogues and circulars may vary in amount of description given to each title but certain vital information should always be shown. The author, title and price should appear, of course, and also, the year of U.S. publication, the page size and number of pages, and the code letters indicating recommendations for that book. Juvenile publishers spend 42% of their promotion and advertising budgets for circulars and catalogues but adult trade publishers use only 17% of their budgets for this purpose.

Generally the catalogues and circulars will be "graded". Titles are grouped in sections. Kindergarten through Third Grade; Fourth through Sixth Grade; Seventh through Ninth Grade and Tenth through Twelfth Grade, to correspond to school grades. My firm issues such a catalogue, and in addition we include a symbol to indicate those titles that are also suitable for the grade immediately above the one in which the book is listed.

A substantial amount of the publicizing and promotion of children's books is done by The Children's Book Council, which is a non-profit trade association with 89 publisher members. Its activities are supported by membership dues and the sale of materials on a non-profit basis. Its function is to encourage the reading and enjoyment of children's books.

One important activity of The Children's Book Council is to promote and supervise National Children's Book Week — usually the first week in November each year. Newspapers issue special Children's Book Supplements reviewing new autumn books. Some radio coverage is obtained and most libraries and schools have some form of Book Week program. The Council produces and sells attractive Book Week materials such as posters, mobiles, etc.

In the late spring The Children's Book Council produces special posters and other material to encourage children to read during the summer school vacation. In the autumn it assists various communities around the country in holding book fairs. Four times a year it publishes the CBC Calendar, giving news about books and reading. I

have samples of some of these materials with me for you to examine, if you like. If any of you are interested in receiving new material issued by the Council I can arrange to have your name put on its list.

Books On Exhibit is a commercial organization which provides standard exhibits of new books, from many different publishers, for schools. A small school may have an exhibit for about two weeks but large ones may keep it for several months. Teachers and pupils as well as parents are encouraged to examine books in the exhibit. The publisher pays a fee for each title included and supplies enough free copies for all exhibits. Each school pays the cost of shipping the exhibit to the next school.

You may be interested in some further statistics on U.S. children's book publishing. In 1958 there were 70 member firms in The Children's Book Council — now there are 89 members — an increase of 27%. Ten years ago, 1,522 new children's books were published. In 1967, 2,711 new titles came out — an increase of 78%. In 1958 children's book sales were estimated at $54,100,000. In 1967, estimated sales were $169,000,000. — an increase of 212%.

Juvenile books have a long life and relatively large sale. 20% of the average juvenile department sales are of books published during the current year and 80% are sales of older titles. For adult trade departments the ratios are 55% for new books and only 45% for older titles.

Plant costs of juvenile books are high, particularly for multi-color books, but when spread over the total copies ultimately sold, the plant cost averages a smaller percentage of sales than for adult trade books — 4.4% against 6.3% of sales.

On the other hand, production costs (paper, presswork and binding) are not helped much by the larger total sale because this sale is obtained over a long period of time. Storage costs, interest and insurance expense soon exceed the saving that could be obtained from running larger quantities. Also color printing and the sturdy bindings required by libraries add to costs. Total production costs average about 36% of sales for juvenile and 32% for adult trade books.

Royalty costs are considerably lower — 11.2% against 17.6% of sales for adult trade books.

Subsidiary rights income on children's books is low — 2.6% of sales compared to 10.5% of sales for adult trade books. Perhaps this helps explain the royalty expense on adult trade books. There may be a tendency to overpay authors of books with high potential for subsidiary rights income.

Editorial and manufacturing overheads for children's books take 4.3% of the sales dollar which is considerably less than the 8.0% for adult trade books. This is a direct result of the fact that children's books live longer and on the average sell more copies per title. It is not necessary to publish as many new books to obtain a given volume of sales.

There is also a big difference in advertising, promotion and publicity expenses: juvenile 6.9% of sales, and adult trade 12.6%. The larger subsidiary-rights income of adult trade departments may be a factor here, too. A large advertising campaign to make a book popular can be uneconomical from a strictly publishing standpoint but profitable if the book is sold to a movie producer.

During 1967 the average juvenile department earned 6.8% of sales, net profit after taxes, but the average adult trade department earned only 2.9% net. Elementary and secondary textbook publishers made an average net profit of 7.3%.

To summarize: In the United States, children's books are educational books but not textbooks. Children's book departments are similar to adult trade departments in many respects but are also closely related to textbook departments and largely dependent upon school budgets for their income. Children's books promotion and marketing is quite different from either textbooks or adult trade books. And last but not least children's book publishing is more profitable than adult trade and nearly as profitable as textbook publishing.

Thank you very much.

PUBLISHING TEXTBOOKS FOR ELEMENTARY AND SECONDARY SCHOOLS

by

KENNETH W. LUND, Ph.D.

Senior Vice President and Editor-in-Chief

Scott, Foresman and Company

The commitment to providing educational opportunity for all children is one of the cornerstones of our current national purpose. In sheer numbers we seem to be making remarkable progress toward that goal with some 60 million students and teachers (30% of our population) engaged in formal education. To accomplish this task we spend some 50 billion dollars, using local, state and federal tax resources. In addition, we use private resources to educate about 8 million students in private and parochial elementary and secondary schools, and we have a substantial portion of our college and university enrolment in non-public institutions financed in large part by tuition payments from parents.

Yet it is safe to say that the educational system in our country is under attack from many directions as it strains to keep pace with the changing needs of our society, and to remove the glaring inequities as one section of our country suffers in contrast with another section. In one generation we have raised the median number of years of education of our citizens some four years (now approximately eleven years of schooling) and in thirty years our college enrolments have risen some seven times (from 1 to 7 millions).

But in candor we cannot say that we have raised the satisfaction level of students or teachers, because the explosion of knowledge, the increasing industrialization of our economy, and the confrontations of new gigantic organizations with the personal needs and value systems of individuals has created a general concern for the relevance of education for developing the full capacities of our people. Perhaps this is the natural state of a volatile, dynamic society, where competition for advancement is keen, and educational credentials are highly rated in rewarding individuals with promotional opportunities.

I chose this method of introducing my paper today because educational publishing in the United States must be understood against the background of the educational enterprise it serves. We have no single system of education, and only in the last decade have we begun to use federal funds to support programs in the elementary and secondary schools. Traditionally our schools have been organised under the direction of local citizen boards of education, with taxing power, usually a levy on real estate, providing most of the funds. The fifty states have varying programs of contributing funds, ranging from 5% to 80% of the cost of educating a child. The publishing industry has historically attempted to serve this diversified market with series of books that will be acceptable in all areas, although this market includes affluent areas and city slums, as well as contrasting geographic, political and religious values in the backgrounds of the students. In the last few years we have begun to develop special regional editions in some subject areas to respond to local needs and wishes. As education has been controversial in our country, the educational publisher has not been spared, and often many of the ills of education have been blamed on the publisher. Perhaps to the publisher this seems strange, as only 1% of the educational budget is spent on textbooks, and many other factors seem to be more significant in controlling the quality of education. However, it is certainly true that all publishers are aggressively developing programs to meet these new challenges.

If I have sufficiently described the complexities of the American educational scene, may I now turn to the process of developing books and series of books for elementary or secondary school use. In a real sense this is a description of the roles of editors, authors and consultants whose special contributions are blended into a sequential, structured teaching system that may pro-

vide the content and method guidelines for six or eight years of instruction in a particular subject area.

It all begins with a wise and perceptive editor capable of recognising or formulating the great ideas that every successful publishing venture must have. The editor must be a scholar, capable of walking with the great scholars in his field, and able to see the implications of concepts for curriculum planning at a level of learner maturity far removed from the scene of the original research. For example, in the social studies field he must be able to think intelligently about the work of economists, sociologists, historians, geographers, anthropologists, political scientists and psychologists. From their professional writings, in conferences and public statements, he must be able to extract from those complex statements the key concepts which must be reflected in the new textbooks. Specialization has been growing so fast in these learned disciplines that it is increasingly difficult to keep the dialogue going and to achieve common agreements as to appropriate placing and emphasis of content in the total program.

It is apparent that no one man can have all these talents in such a broad spectrum of knowledge. This means the publisher must establish liaison with scholars who will give some significant time and attention to the problem of curriculum at the elementary and secondary school level. If they have the interest and ability to serve as authors, so much the better. In any event, they can be retained as consultants to guide planning and to assess the quality of the manuscript produced. It is becoming clear that an excellent textbook in this period of increasing specialization and evolving disciplines and concepts must of necessity be a team product with full representation of scholars from several disciplines, teachers, writers and editors, as well as personnel to be needed research on pertinent issues.

Perhaps by now the editor has identified one or more persons who can serve as authors on the project as now broadly defined. Unquestionably, author selection ranks in importance with a sound conceptual framework for the success of the project. Great writing does not come readily and this talent must be continuously hunted and discovered. The sales force and the entire staff of the company must be involved in this process, as the dearth of this talent plagues all publishers.

As early as possible, the entire group involved in the project should be brought together to evolve the conceptional framework. Working drafts on the broad outlines and objectives are prepared and after much interaction, the editor, with assistance, drafts the guidelines for the authors, consultants, researchers, artists and allied personnel. This step is essential if the material is to have the internal consistency necessary while drawing on the separate efforts of each specialist. It is frequently wise to check this statement against existing practices and trends, usually by consulting acknowledged expert teachers in recognized "lighthouse" schools where frontier thinking and practices are usually found. This provides some guarantee against one persuasive member of the original conference having dominated the thinking of the group. And, of course, there is continuous interaction between the editors and authors at every stage of the project. By reading and interacting to the material chapter by chapter, by conference and correspondence, the editor encourages productivity and creativity and guard against diversion of effort or delay. The process is far more complex than I have described here, as the editor must guarantee that the master design does find representation in the creative efforts of the author. To forfeit the design or to stifle the creative thrust of the author would be disastrous.

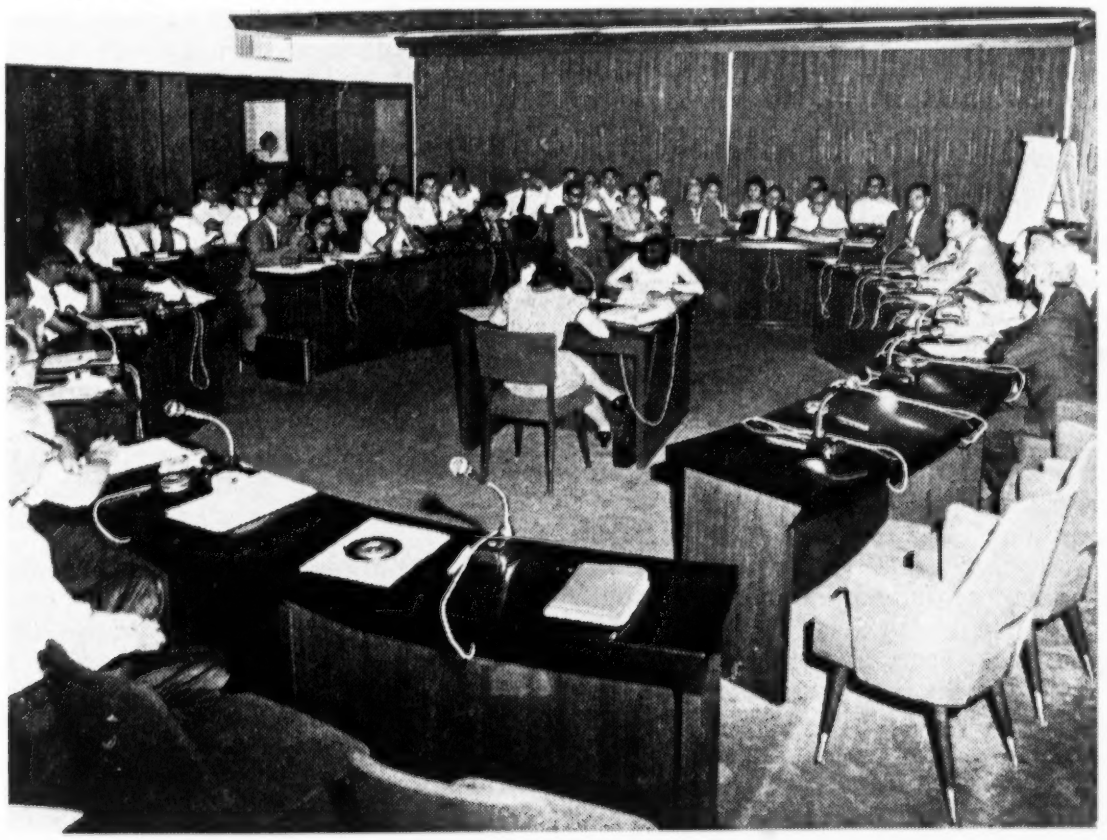
By this time the editor needs help, and arranges for a critical evaluation of the manuscript from experts in the disciplines for correctness and scholarly worth, and by creative teachers to guarantee that the material will have in the hands of effective teachers at the appropriate grade level. These are thorough and critical reviews and vital if major error or misdirection of effort are to be avoided. If the material is radically different in concept and requires new classroom practices, it may be necessary to field test the material under carefully controlled conditions. Usually this is done in part by members of the original team, but often it is wise to enlist the efforts of someone who has no bias from original involvement and can offer a fresh evaluation.

Although this story by now is a lengthy one, it is by no means complete. I have not discussed the role of the designers and artists who have been at work since the beginning of the project. Increasingly publishing projects involve allied materials, equipment, films, tapes, workbooks, exercises, tests, bibliographies, charts, maps, and other items that contribute to instructional excellence. It is apparent that none of these can be a solo venture and endless hours of conferring and coordinating are necessary if quality is to be guaranteed. In addition after all of these efforts are completed, many months will be required to sail the project through the book production waters and ultimately on to the publication date. These contributions are vital and time-consuming, but have also been responsible for contributing a technical excellence to textbook publishing that is widely recognized.

When the series is complete, it is now the responsibility of the sales staff to present the program to the school districts or adoption committees. In approximately half of our states there is a regular schedule of adoptions and the opportunity to present material in a particular field may come only once every five years. Perhaps as many as ten or fifteen publishers may present programs, and the committee may select as many as five as suitable. This permits the publisher to present the approved program to the local school committee where ultimately one out of five may survive. In essence, this describes the intense competitiveness that exists in educational publishing in our country, and describes the process whereby the teachers are able to select the program best suited to their instructional plan. As our schools are governed by many different regulations, it is apparent that a large sales staff is necessary, and each year presents many opportunities for victories and defeats.

Some ninety different publishers are engaged in selling educational materials to schools and colleges. The competition is so keen that the eight largest publishers have less than fifty percent of the business, and often publishers have different areas of strength and weakness in terms of different subject-matter areas. In this sense publishing is described as a high risk business venture and requires a substantial amount of investment over a period of years, without guarantee that the program will please those who must decide.

This is a cursory treatment of educational publishing in our company. At best I have only described an overview of a very complex process. Perhaps I can be of more help in answering your questions or describing some aspects of publishing in more detail. I will welcome this opportunity to discuss this with you further.



PUBLISHING PROBLEMS NEEDING THE COOPERATION OF GOVERNMENT

by

DONALD MOORE

President: Singapore Book Publishers Association
Managing Director: Donald Moore Organisation Ltd.

I hope I may be forgiven this afternoon if I relate what I say specifically to the Singapore scene. In the first place, it is that which I know something about and I hope I may be forgiven also for, mildly, at any rate, using the Seminar to put forward some of the views of the Singapore Publishers' Association. These views are concerned specifically with the relationship between book publishers and what they are doing and trying to do on the one hand and Government and the needs of Government on the other. But perhaps first I should sketch in very, very briefly something of the history of Singapore and the reason for doing this will become apparent as we go along.

Singapore, as I told you yesterday, was founded 150 years ago, having been for centuries before that a virtually unoccupied tropical island. But almost immediately after its founding, it became very closely connected with the Malay Peninsula, which also became subject to British influence, and the whole economy of Singapore grew up comprised of two main components. One was its entrepot trade, which brought into South-East Asia the manufactured products of the West and sent out the local produce. The other was that it acted as the port of entry and exit for Malaya, or, as it then was, the Federated Malay States and the Unfederated Malay States. It was when the Federated Malay States were first formed that the separation of Malaya and Singapore really began, but because both areas were under British rule, they worked in co-operation and their economies developed together. But once the separation had taken root, it tended to be perpetuated into the days of independence. So that Malaya and Singapore became two quite separate entities, each going its own way, and this became such a cause for concern that the Federation of Malaysia, of which Singapore formed a component part, was born. But, for all sorts of reasons which there is no virtue in going into now, it came to an end, and Singapore, for the first time in its life, found itself without an assured hinterland, and possessing no raw-materials of any kind, possessing, in fact, nothing but some very hard-working people and a strategic position on the map.

When considering assistance to or participation in industry Government's sole criterion is whether their assistance is going to help Singapore to survive as a separate entity, and the Singapore Government is unlikely to listen to any proposals of publishers which are merely good or desirable: it will, however, listen very attentively to any proposals which are likely to enhance the possibility of our survival. This has led to what is still an absolutely socialist government coming to terms with capitalism. There were no natural resources to nationalise. There was nothing we could do except produce that climate which would be most conducive to foreign investment. All this has tended to result today in an economy in which there is a growing public sector, not simply in the sense of power stations and railways and airports and things of that nature — for many of these things were already there, but within the private sector's traditional area. You will find Government with investment in private enterprises, you will find Government making loans to private enterprise, all of it aiding in the fight for survival. So, in discussing publishing in this context, there are three kinds of publishing propositions in which Government is likely to be interested.

Government might well support a publishing endeavour where it contributed directly to a particular government policy. It might well therefore assist in the production of school textbooks where they are likely to help in raising educational standards. Government will assist also in any endeavour which will increase employment

opportunities. The creation of employment is a fundamental problem, the crux of everything in fact, for if we cannot fill the gap between jobs and the people seeking them we cannot survive at all. The Government of this country came to power, we are fond of telling people, on the back of the tiger and it is the only government in recorded history to get off its back intact, but if we cannot fill this employment gap, there is no hope of any kind. So Government will support almost anything which creates employment. The third question they will ask is, can the product be exported? Can we by this means reach a wider market — find more people who will buy things made in Singapore? These three factors are crucial in any approach for government help, government assistance, government involvement in publishing. Once survival has been ensured, then I think, its co-operation may extend to fields which are not related directly to these three factors.

Now, concerning the first, that is to say, Government assistance in the publishing of educational textbooks. Here we have a profoundly important task for the Publishers' Association to deal with. It seems to me that the publishing industry should be recognized as playing an absolutely integral part in the provision of education. I think that we should have a constant dialogue going on with the Ministry of Education. I think that the Ministry of Education should tell us precisely what they want and then help us to produce it by means of a closer, more meaningful dialogue which should be going on all the time. Instead of this, however, when a delegation of the Publishers' Association called on the Ministry of Education and protested, very mildly, I thought, about the fact that if a publisher wishes to produce a series of books in a particular subject, which will be used throughout the primary or secondary school, he must produce three books of the series before the Ministry will even consider the possibility of the series being put on the list of recommended textbooks without which the publisher has no hope of selling so much as a single copy. The Ministry defined this hazardous enterprise as a normal business risk, but it is hardly the best way to obtain the best possible books for the children of Singapore.

I now come to the second factor influencing Government participation: the creation of employment. Again, we come up against this problem which we discussed yesterday — how to educate people to understand what publishing is and what it involves. When the Government thinks of the creation of employment by publishing it thinks mainly, I fancy, in terms of printing, of machines, factories, and indeed, in large measure it is correct in doing so since the printing of the books the publisher produces does entail the employment of skilled labour. But we have so far had great difficulty in getting understanding and acceptance of the fact that the work of the publisher himself entails the employment of possibly more people than that of the printer, since he cannot use machines for his editorial work, his production and art work, his proof-reading, and so on.

We come thirdly to the question of whether the product can be exported, and here again there is, I believe, confusion as to the function of the publisher. The printing industry can seek orders overseas for printing anything from labels to books, but this is not publishing, nor is it helping the publishing industry here. If we are to contribute meaningfully to Singapore's survival, we have somehow to bring about a complete revolution in our thinking and I think perhaps it should take the form that the outlook of publishers in the West does. We cannot go on turning in on ourselves and producing yet another set of school readers for Singapore primary schools. We have to think instead of sending things out into the world from here. Very recently, there was an article in "The Bookseller" by a British publisher who pointed out that were it not for the robustness of the British publishing trade, books would be flowing into England instead of out, just as they flow into Australia and not out. Somehow implied in this attitude was the notion that what was not good for the Britain was somehow good for Australia. I do not think that we want to see the number of books coming in to Singapore decrease, but we do want to see the number of books going out increase and I think that this principle probably applies also to other countries represented here today. We have a number of distinct advantages in the South-East Asia, but let me speak simply of Singapore.

We have, first of all, the advantage of a command of the most widely used lan-

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guage in the world. We do not have to fight our way out from behind a language barrier. We have a situation of complete stability, and this includes wages. We do not have labour unrest. Wages, I think, will remain stable for some time, so that we have here between five and ten years in which to produce books of a very high quality and at a rather lower price than anywhere else in the world. Thirdly, because we have political stability, we can attract money and plant here, and have a better climate for investment than almost anywhere else in Asia today. Fourthly, we enjoy a geographical position which greatly facilitates the distribution of whatever we make.

Now I think that Government can be induced to help if we can convince them that we are worth helping. I think they can be induced to help in producing series of books which will assist in nation building. I think they can be induced to help with all the children's books we have been talking about this morning. I think they can be induced to help in the production of books which will go out from here: books about this area — there are hundreds of books about Malaysia, Thailand, Singapore, Indonesia, in four or five European languages, which have never been reprinted since they went out of print as much as a hundred years ago. Almost all the European literature about Asia still exists only in the European language in which it was first published. There are German books, French books, Dutch books, all kinds of books written in Europe on this area which have never been translated, and which will perhaps never be worth a British or American publisher's while — due to his high costs — translating and republishing, but it could perhaps be worth our while and to our benefit. I do not know how easy it is for a school-teacher in America, say, to explain to the children he or she teaches what life is like in South-East Asia, in Cambodia, or Indonesia. We ourselves certainly have done nothing to produce material which could be used in schools in the West — material which could be used, for example, in schools in Australia where there is a growing interest in South-East Asia; yet we provide Australia with practically nothing in the way of books about this area for use in schools or universities. Now I think we can get Government to help in this. I think we have got to get them to help with finance, to help in persuading overseas publishers to come here — and indeed this has already begun. And in the case of publications which are intended for this area, school books, for example, we need to get them to buy the product as long as it is what they wanted.

In talking on these lines, I hope that out of this seminar can come some approach towards a regional attitude. The nearer we can get to a regional concept in everything we do, but particularly in publishing, the better it will be for all of us, and I think if we pursue this line with the Government here, we shall eventually be successful: but primarily it is a matter of propaganda and education — in what publishing is, what it can do, and the unlimited extent of the opportunities with which it is presented today.

SCHOLARLY PUBLISHING: WEST TO EAST

by

CHESTER KERR

**Director, Yale University Press and former President,
Association of American University Presses**

We now come in this Seminar to a special branch of book publishing — one which is comparatively new in my country and relatively underdeveloped in yours. Some years ago, I described university press publishing as madness, saying, "We publish the smallest editions at the greatest cost, and on these we place the highest price, and then we try to market them to people who can least afford them. "When another writer on scholarly publishing quoted me recently, he was kind enough to soften my wryness with an aphorism from Maxim Gorky: "The madness of the brave is the wisdom of life."

Perhaps my latest act of bravery was to join this Seminar.

The decision to add an American University press representative to the program was not made until the final stage of planning — and then, it should be said, not without misgiving. Some Americans felt that the primary purpose of the Seminar would be reduced by a discussion of scholarly publishing — When Asia's main concern at this time necessarily bears on publishing at lower and more practical levers in the educational process. One of my university press colleagues put it this way: "The other American publishers will be discussing problems the solution of which is reasonably vital and urgent. From Asia will come people from publishing, education, and government who feel strongly the pressure to solve these problems. To include an American scholarly publisher to talk to these people about a matter less urgent and vital at the moment could be quite incongruous."

Yet we decided to send such a representative, for it seemed to enough of us that no opportunity should be lost to continue the Asian-American dialogue on this highly specialized branch of publishing, even if the immediate results should be limited. After all, it is certain that as soon as Asian science and technology places men and machines in orbit they will wish to journey to the moon.

I said a moment ago "to **continue** the Asian-American dialogue on this highly specialized branch of publishing." As some of you may recall, this dialogue was begun ten years ago with a paper delivered in Bangkok by Datus C. Smith, former director of the Princeton University Press and director of Franklin Publications. Later came Thomas J. Wilson, then director of the Harvard University Press, and Carroll G. Bowen of Chicago and M.I.T. In 1962 at Hawaii there occurred the symposium on Trans-Pacific Scholarly Publishing which brought another half-dozen of us into direct contact with our Asian counterparts. Eighteen months later the Association of American University Presses dispatched Leon Seltzer of Stanford and Harold Ingle of Johns Hopkins to nine Asiatic countries on an exchange-of-information mission which included a special conference at the University of Delhi. In 1965 the AAUP brought several Asiatic scholarly publishers to its annual meeting in the USA and to a round of visits to selected American University Presses. So I am walking in distinguished footsteps.

Yet the wonder to me is that there have not been more of us American scholarly publishers among you and more of you among us. The gain from such exchanges seems obvious, for while we American university presses may have reached a stage of development well in advance of yours, we have only done so comparatively recently. The memory of our growing pains is still strong enough to enable us to share the experiences.

Like you, we have learned from the illustrious examples of Oxford and Cambridge, but these world-famous enterprises are now so sizable and strong that it is scarcely possible any longer for you and us to identify our experiences with theirs. At Cornell next June, when the American uni-

versity presses gather for their annual conference, references will be made to a 100th anniversary and indeed 1859 may be taken as the founding date of the first organisation to call itself an American university press. But as a more realistic student of American scholarly publishing I am fully aware that only in the last fifty years have we begun to render any significant service to American scholarship and only in the last twenty have our accomplishments, such as they may be, achieved any world breadth.

So I insist to you that we do have more in common, in youth and in vigour and in potential development, than may be commonly supposed and that we have only to solve the main problem besetting any countries with differing histories, languages, and wisdoms — the problem of communication — to benefit from each other's company. I desire to benefit from your company at this Seminar and if we who may be interested in scholarly publishing find ourselves talking in too rarefied a manner the group at large will forgive us, I am sure.

Let me begin by picturing for you American university presses as they prepare to enter the 1970's.

There are now seventy of us, scattered across the U.S.A. from coast to coast and from border to border all kinds, all sizes. Some of us are attached to private institutions, some to state universities. We have only one federal organization, the unique East-West Centre press in Honolulu. The oldest true presses were established in the later 19th century at the private universities where the German model of higher education had been adopted — at John Hopkins, at Chicago, at Columbia. Then Princeton, Yale, Harvard, and Stanford followed suit in the first decades of the 20th century, with the large emerging state institutions coming on strong after that: California, North Carolina, Minnesota, Pennsylvania, Texas.

All together we now publish 8% of the annual output of new American titles — meaning that one out of every twelve new books emanating from the U.S.A. bears a university imprint, or to offer a more important statistic, one out of every seven titles now in print in our country comes from a university publishing house. Of course, our total dollar sales volume is a much smaller fraction of the sales revenue coming in to the American book industry — yet it totalled approximately $25,000,000 in 1968, or five times what it was twenty years ago when I completed a study of some 35 presses, the number of members in the Association of American University Presses at that time. The number of new university press titles published annually has risen in that same period from 725 to 2500.

I do not wish to suggest that then or now we are the sole publishers of all the scholarship which results from the research carried on at our institutions of higher learning or comes to us from abroad. Our brethren in commerce, as my colleagues on the Seminar team can assure you, do a fair share of it; our scholarly societies do some; and our government, it must be said, does a bit, although not much, because of our staunch national view of the prerogatives of the "private-sector" of publishing. Yet it is true, I think, that the bulk of responsible scholarly publishing is now performed in our country at our universities, excepting only the hard sciences whose scholars so often turn to journals as the logical vehicles for their briefer publication requirements and excepting much technical information which is in the hands of such competent firms as McGraw-Hill, and Wiley, and Van Nostraud. It is comprehended, I am sure that we do not publish textbooks except where some experimentation at our parent institutions may justify doing so, and that except for regional interests we tend to leave fiction and poetry to those better equipped to judge contemporary literature and to support those judgments.

We do publish paperbacks. Over half of the American university presses now issue many of their backlist titles in these less expensive editions and even publish new titles simultaneously with or soon after clothbound publication.

This has not only made our publications more widely available to scholars and students and in foreign markets where lower prices are especially appealing, but it has made it possible for many works of scholarship to enjoy auxiliary text distribution. Classroom use in America now often involves paperbacks and these assignments occasionally include the works of scholarship put out by university presses.

In his paper ten years ago, Datus Smith described the purposes of a university press in language which can scarcely be improved. He listed four services to society that can be rendered by a university press.

(1) To serve scholarship in the local country by making the results of research coherently available for the use of us all; by providing scholars in the local country with an outlet for their work (which is little more than an intellectual exercise like a chess game unless it can be carried through to the final stage of publication); by subjecting research to public criticism.

(2) To stimulate and vitalize research, or at least to assist and encourage authors in finding the best form into which to cast their work for publication in order to make it meaningfully accessible to the world. This function cannot be overemphasized, even though it is sometimes hard to define or identify. It is a clear fact, however, that a university press can be a strong creative force in mechanism. Even its part in subjecting proffered manuscripts to rigorous objective criticism before accepting them for publication is of high creative value.

(3) To serve as a connecting link with the world community of scholars through informing other countries of the results of research undertaken and (in cases where this is appropriate and feasible) through informing local scholars of world developments in their field through republication, in the original language or in translation, of selected scholarly works from abroad.

(4) To exhibit standards of book-publishing that may help raise the general level of performance of the book industry in the local country — in intellectual integrity, business ethics, soundness of design and manufacture of the books, and an indefensible determination to put books into the hands of as many as possible of the potentially interested readers.

A brief description of just how American university publishers perform their tasks may interest you.

We find our manuscripts not only at our own universities but at the other institutions of higher learning in the U.S.A. or abroad. Only 40% of our lists are made up of works by scholars from our own universities. They are free to take their manuscripts to other presses or to commercial publishers, which they often prefer to do, and we are free to reject their submissions, which we sometimes prefer to do

We do not have numbers of editors or salesmen patrolling the corridor of every major university but many of us have alert and informed editors who follow scholarly developments and can often nose out a desirable manuscript or a potential university author. Each is usually an expert in a given area of scholarship — the hard sciences, humanities or social sciences — and each has usually done post-graduate study to some extent. The decision of what a university press will publish is customarily made by these editors supported by local or outside expert readers and approved by a local faculty advisory group. Once his manuscript is accepted an author is offered normal royalties and other terms and his manuscript is revised and/or copy edited, as the need may be, and otherwise made ready for the printer with his concurrence.

We are publishers, essentially, rather than printers, although about fifteen American university presses still have their own printing plants which originally came into existence to meet the university's other general printing needs — bulletins, brochures, catalogues, announcements, stationery, etc. — but which seldom prints all the books for the press. Outside printers do the bulk of the work under the usual terms. Good design customarily warrants special attention from university presses, as part of their special obligation to set standards of excellence, and most presses invest substantially, although not extravagently, in this aspect of their work, as the record of annual awards from the American Institute of Graphic Arts bears witness.

We send our review copies and promotion copies. We advertise, most particularly in the scholarly journals, although frequently in the New York Times, New York Review of Books, Saturday Review, and other general book media. We do much direct mail, trying to locate the small specialized market for each of our specialised publications. We exhibit at all meetings of professional societies and associations of scholars. In short, we spend about

the same effort and money, relatively speaking, in promotion of our books as do most American publishers — and indeed we borrowed heavily from their experiences and techniques in perfecting our skills. We use salesmen to visit jobbers and retail outlets, although often we combine with other pressures to do so. It's a large country and Stanford can sell Yale's books on the West Coast while Yale sells theirs in the Eastern United States.

We have the same warehousing and shipping and accounting problems as does any publisher, although always on a smaller and particularized scale. Many of us keep our records and manage our business functions with a desirable degree of independence from the bureaucracy of our parent institutions. But each of us is integrated closely with the administrative apparatus of those institutions whose names we are privileged to bear and each of us is conscious of that extra responsibility to perform in accordance with the value and reputation of that name.

No university press can exist without financial help. It is simply not possible to publish works of scholarship in small editions at today's high manufacturing and operating costs and to recover enough from sales revenue to break even. Our subsidies come in all forms and sizes. Some are outright university budget appropriations: the University of California currently appropriates $200,000 per year to support its press; Wisconsin puts out $100,000. The John Hopkins Press needs help from its university in the form of an extended working capital loan — currently several hundred thousand dollars. Harvard has a drawing account from the university of up to a million dollars — and needs it. We all go to foundations and other donors for aid for specific projects; on occasion our federal and state Governments have rendered such aid but I believe these to be surprisingly few. The burden falls largely on our parent institutions, which is where, in my judgement, it belongs (if a university wants a press, it must pay for it). This usually means it rests on the ingenuity and acumen of its press director.

As far back as 1938, the American university presses began to exchange "how-to" information with each other. This led to cooperative endeavours, such as a centralized and detailed mailing list of American Scholars, libraries, and institutions, a joint program of exhibits, and finally to a periodic bibliography. In 1958, we put these projects into the hands of a paid secretariat in a New York office. The Association of American University Presses is now an active and respected group enterprise in the American publishing scene.

Let me make the foregoing general picture more specific for you by supplying some information about my own Press.

Yale is not the oldest nor the largest university press in the United States of America, but by any measurement we rank in the top dozen. We were founded in 1908, celebrating our diamond jubilee last year. Since then we have published some 3000 titles, of which 800 are still in print — plus 200 paperbacks. We now bring out 75 new titles each year, plus 15-20 paperbound reprints from our own list. We like this size and do not plan to increase it but instead to find a better 75 manuscripts each year.

We are strong in the humanities, as is our University, but we are lately venturing farther into science — again reflecting an increasing strength at our University. Because Yale has a remarkable library with many remarkable holdings, we reflect these interests, too — for instance in our publications in 18th century studies and documents (Walpole, Johnson, Jonathan Edwards, and Benjamin Franklin) or the history of the American West (the Lewis and Clark Journals). We have at least six outstanding lecture series at Yale which often provide the Press with manuscripts from famous scholars not ordinarily within our reach (Commager, Frorm, Dobjhansky, Chandrasekar). Or a scholar may come to Yale for a year or two to perform a special piece of study (which is how we secured our most extraordinary bestseller, David Riesman's THE LONELY CROWD).

To attract and handle these manuscripts, we have twelve editors (out of a total of 45 publishing employees). Seven of these procure and judge manuscripts and guide the authors to improvements, while the other five do copy-editing with assistance from free-lancer outsiders. Our chief editors meet every month with our faculty of advisors to approve or disapprove.

manuscripts. The committee's favourable action is needed for publication.

We design our books with care and skill, taking advantage of Yale's talent and reputation in the teaching of the graphic arts and we are consistently represented in the yearly fifty books Show of the AIGA. We believe this attracts authors as much as it pleases readers.

We print all our paperbacks and half our clothbounds in our own plant — a small offset shop which also does the University's printing. We've done that for fifty years and we are glad and so is the University. We have 35 plant employees — making 100 in all at the Press. We pay all 100 more or less competitive wages and salaries. They enjoy certain university fringe benefits, a lower cost of living than in New York, and the dignity and enjoyment of life in an academic community.

Yale books are sold all over the U.S.A. and all over the world. At home we use our own salesmen (both of them) or the salesmen of other presses in other parts of the country. In Canada the McGill University Press sells our books. In Mexico and South American our books are handled by a university press thus called the Centro Interamericano de Libros Academicos (CILA). Seven years ago we ended our long-standing (and much-valued) sales relationship with Oxford and joined up with two other American presses to set up a small London office from which we sell in the U.K., in Europe, in some Asian countries, and in Africa. We have recently contracted with an Australian stockist and I am on my way to Tokyo to make a similar arrangement. Last year we sold over $100,000 of Yale Books in Asia, exclusive of what American or London Exporters sent in. We also sold a dozen reprint rights.

Our overall sales break down roughly as follows:

60% to domestic jobbers and bookstores (largely college bookstores);

15% direct to libraries;

5% to other institutions;

5% to individuals (we are trying to reduce this to zero by demanding cash and making bookstore referrals); and 15% overseas.

Our sales revenue is currently $2,000,000 from publishing and $1,000,000 from printing. We have no annual financial aid from the University. (We even paid for our own building and we meet all its operating and maintenance costs) but we do enjoy $90,000 a year in special income from capital gifts made specifically to the Press over the years by individual donors. In addition, I must find approximately another $90,000 each year in special subsides to support specific publications — such as an expensive work of art history published for the Pierpout Morgan Library in New York. Like our parent University, we pay no taxes. We have no stock-holders and need not make profits. Our goal is to break even each year. Usually we just squeak through. But to support slow-moving inventory and rising costs. We often feel the cash pressure and in the past eight years have borrowed up to $50,000 from the University which gives us a very reasonable interest rate.

Our median first printing is 2300 copies (5000 for paperbacks). Our average list price has risen to $7.9 ($1.95 for paperbacks). We keep a book in print until its annual sales drop below 200 (1000 for paperbacks).

There you have an account of university publishing as it is currently practiced in my country, in general and at Yale. It is for you to say whether this is recognizable or useful information for your country at this time. Speaking for my country, in particular for the Association of American University Presses and most especially for the Yale University Press, we are ready to add to that information in any way you desire and even to offer any assistance within our power to your developing scholarly publishing needs. We went on record to that effect seven years ago at the conference held in Hawaii and five years ago at the Conference held at the University of Delhi and I repeat the offer today. It is you, of course, who must decide just what you wish to do about scholarly publishing in Asia and just what outside guidance or assistance you need.

Is a scholarly publishing apparatus worth the effort and money? Daniel Coit Gilman, a Yale Graduate who became the first President of John Hopkins and founded its press in 1878, thought so. "It is one of the noblest duties of a university" said Gilman, "to advance knowledge, and to diffuse it not merely among those who can attend the daily lecture — but far and wide." If you believe that, as I do, then we can talk together and learn from each other, for those who have something in common may communicate if they wish.

What do we have in common? Think back, if you will, to that moment in December, when three men for the first time came from behind the moon and looked 180,000 miles away "to see", said the American poet, Archibald Macheish, "the Earth as it truly is — small and blue and beautiful in that eternal silence where it floats; to see ourselves as riders on the Earth together brothers on that bright loveliness in the eternal cold; brothers who know now that they are truly brothers."

NOTES:-

1) A complete description of American University Press publishing may be found in the Hawes Handbook published recently by the Association of American University Presses, One Park Avenue, New York, N.Y. If any Seminar participant wishes to write for a complimentary copy, he may mention Chester Kerr and he will receive it. Anyone else may buy it for $1.95 plus postage direct or through your bookseller.

2) **Scholarly Books in America** is a quarterly publication listing all new titles of all American university presses. You may add your name to the free mailing list by writing to the Association as above.

PUBLISHING TRANSLATIONS AND COEDITIONS OF GENERAL AND REFERENCE BOOKS

by

ZACHARY P. MORFOGEN

Director of Marketing
Books, Arts, Recordings Group, Time Inc.

In my discussion of the subject of translations and coeditions of general and reference books I will concentrate on a recent specific example from my own experience because I hope it will serve to best illustrate the quite simple conclusion that I have arrived at in thinking about the title of this paper — coeditions offer a great opportunity for the vital exchange of ideas and knowledge to a fast-developing world-wide book audience. Allow me to elaborate on this conclusion after giving the details of the coedition (show example) of a pocketbook science library series which will retail for approximately $1.50 U.S., and which is based on the hard cover series of 27 titles originally published in the U.S. as the TIME-LIFE Science Library (show example), and which is still selling at over $5 per copy.

As an adventure in international publishing this coedition is breaking new ground and has presented some interesting problems which have probably never before been encountered on the same scale anywhere. This is far from being a straight forward co-publishing venture in which a given book or set of books is translated, adapted, printed and bound by another publisher in a different country from the one of origin. This is a publishing experiment with editorial and publishing characteristics all its own.

Editorially it is a curious hybrid sort of challenge. The books exist, written, edited, illustrated, printed and bound and even in translation (the U.S. hardcover series has been published in its original format in over 10 languages) Rowohlt Verlag in Germany decided to publish the series as a pocketbook edition for the German market. The problem faced was to reduce all volumes to a format approximately half their original size and still retain the vitality and viability of the original. The text had to be preserved. The form of the illustrative material had to change — a re-engraving of color pictures in a smaller size was impossible for economic reasons, — and yet, the illustrations had to retain their original function of complementing and explaining the text. New covers had to be designed to fit the pocketbook format and make the books distinctive on their own merits. Appendixes, picture credits, indexes — all these had to be redone, familiar problems of the sort normally handled by a large and professional staff, but in this case by a small and experimental one.

From a publishing point of view, the challenge was great. Co-publishers were essential, but equally important was a consortium printing and binding program, to keep costs as low as possible.

Participating in the coedition on consortium, which is now in full operation and preparing for a mid 1969 release, are of course Rowohlt for the German edition, Editions, Robert Laffont for the French, TIME-LIFE Libros-Mexico for the Spanish and TIME-LIFE Books-Amsterdam and Sydney for the English-English edition. The initial print order for all languages in the consortium is over 150,000 copies. Joining in the coedition, but not in the consortium printing, are Academic Books in Indis, Het Parool in the Netherlands, Bonniers in Sweden and TIME-LIFE Books-USA; and soon at least three or four others who are interested in taking advantage of the opportunity for heavily illustrated, rich in color, popularly accepted books at a low price that should attract a broad audience. The initial print orders for these co-publisher editions can run as low as 5000 copies and still be viable.

One basic model shapes the entire program; the editorial and production dummy prepared by Rowohlt into which text, illustrations and all other editorial material must be fitted. Originating in Reinbek, Germany many of these dummies must eventually come back to Reinbek, complete

with all typeset material properly aligned on film or reproduction proffs. The more publishers who can do this, the higher the consortium print order and the lower the costs — but not all can. In India, Academic Books are preparing and producing their own books in several Indian Languages. They run their own independent schedule working from zeroxed dummies, and detailed instructions regarding new text and new pictures; while in Mexico, Libros TIME-LIFE, working with the Rowohlt dummies, typeset and pull reproduction proofs which go back to Reinbek to meet the hard and fast schedule of the consortium printing.

Obviously one of the basic problems in setting up the coedition was coordination. The following is the basic procedure that was organized at the start of the project:

1) Rowohlt, Germany makes the basic dummy for the pocketbook edition. Any editorial problems arising are handled through the TIME-LIFE books editor in Paris, who also has the right of approval of the dummy on behalf of the original New York editors. The Paris editorial office also acts as a clearing house on editorial queries and questions of pictures and picture rights.

2) When finished the dummy is reproduced and sent to co-publishers the precise dummy (photostated) is necessary for each language edition for precise positioning of typeset material and type mechanicals, and each co-publisher also needs two zeroxed dummies for editorial work).

3) A Central production office in Paris handles all production questions including schedules.

Now, with these three points established as the basic procedures, what were the real editorial and production problems as they developed in the course of preparing 'Mathematics' the first pocketbook title in the series.

In the beginning, Rowohlt made it a practice to send out all of their edited German text in zeroxed form. Basically, this fell into three parts:

1. *Fitting the running text* turned out, in general, to be less difficult than was at first anticipated. Rowohlt having specified type size, column and half-column width, and having indicated the number of lines per page, it proved, in the course of doing the first title, to be possible to simply paste up type from the original books, compensating for half-column widths where necessary. Generally speaking, Rowohlt was able to keep 90% of the original text.

2. *New text made up from the text-blocks* in the former picture essays was a tougher problem. In the Rowohlt dummy this was usually inserted between chapters and dealt with some particular aspects of the subject. At first translations were made in the Paris office and were sent to all co-publishers which was slow, difficult and cumbersome. With increasing experience it was discovered that it was possible to have the new texts written by the Time-Life Editor in Paris, using original material from the picture essays which dealt with the picture used, and this method was proved quite satisfactory.

3. *Original New Text written by Rowohlt* will be a continuing problem more or less difficult to handle, with each title. Not everything that Rowohlt feels is necessary for a German edition is necessary or even desirable for other language editions — the section on Statistics in 'Mathematics' for example was left out entirely in the other editions. The new Rowohlt text on the New Math was entirely oriented toward a German curriculum, so the other language editions elected to stay with the original text.

On the production side, probably the most difficult problem was co-ordination of schedules between Rowohlt and all of the co-publishers involved in the consortium be ready for printing in Reinbek in the same form and at the same time. The printing, of course, had also to be fitted into the overall Rowohlt printing schedule. All of this meant that lateness on the part of any one publisher could jeopardize the entire program. In addition, the production schedule of the publishers involved in the coeditions but not in the consortium had to be met.

But before any printing on "Mathematics" could start at all, TIME-LIFE had to supply Rowohlt with duplicate film for illustrations. This had to be secured from the original printers of the hard cover TIME-LIFE series, and sent to Reinbek sufficiently ahead of time so that the pictures could be edited, cropped, re-arranged and engraved.

Unexpected problems arose at every turn.

The mails to Mexico for example are very uncertain and it became a necessity to send dummies and also all editorial material by air-freight.

Indexes had to be started in each language all over again — now a master index on file cards is being built.

Pictures in new positions and replaced pictures had to be checked against the original — an unexpected process that took several days.

Obviously the technical control in this rather complex undertaking ranging from Asia to America, throughout Europe and into Latin America demanded a co-ordination through intelligent organization and planning — this developed in preparing this first title because of the full co-operation of all publishers involved, and the result is highly promotable series at a low cost for a world wide market.

The fact that a large picture, cropped down to a significant detail can be as effective within a small framework as was the large original in its own format opens new prospects for pocketbook publishing everywhere.

But the most exciting conclusion from this experience that I draw, and that is most pertinent here in our discussions, is that coeditions like this one offer publishers not only here in Asia — as Academic Books realize — but also publishers in the U.S., Latin America, Europe and throughout the world, the opportunity for publishing books adapted to their local needs that should attract a new market. This new potential can be developed not only because of the fact that the coedition helps create a low sale price, but perhaps more importantly, that the books are a tremendous buy at that low price because of the richness of the research, color, illustrations and international knowledge that the finished product offers in whatever language edition. Books like these should attract a new book reading and buying market — perhaps students with limited spending power in Germany and the U.S., as well as people in oeveloping countries with small incomes who are just beginning to taste books. I believe that books like these will have appetite as well as *pocket* book appeal.

Another example of creating appealing books through coeditions in a manner that attracts a buyer of limited income is part or fasicle publications. TIME-LIFE Books-Amsterdam is co-publishing with Lyceum in Greek, Turceman in Turkish and Press Co-operative in Arabic by taking the regular hard cover TIME-LIFE Books and publishing them in weekly installments (show example) for 12 weeks and at the end of the period binding the individually purchased parts into a finished book. This technique of publishing is a most promising way to find access to potential readers and to create a fascination for books and thus a market. This way of publishing expensive books has not only been experienced in developing countries, such as Greece, it is also a way of reaching the reader in countries with an existing market who otherwise would not be able to afford expensive books. In France, England and in Italy, where I believe it originated this method has become more and more important. This technique deserves careful consideration because it gives more easily developed and initial production investment for the publisher is low.

I believe that the exchange of ideas between publishers that can occur at seminars, such as this one, and at Book Fairs such as at Frankfurt, as well as through training and other technical assistance is the way to develop viable coeditions for all the publishers concerned. General and reference book publishers have a great opportunity to complement the vital role of educational and text book publishers through the development of coeditions.

PRODUCING ENGLISH-LANGUAGE REPRINTS OF UNIVERSITY TEXTBOOKS AND REFERENCE BOOKS

by
CURTIS G. BENJAMIN
Formerly President and Chairman
McGraw-Hill Book Company

This brief paper will be limited to a description of one wellknown reprint program followed by a few generalized observations based on one publisher's experience with that particular program. The program is, of course, the Kogakusha and McGraw-Hill *International Student Editions*, printed in Japan. The generalized observations, prudently, will be solely my own. My Kogakusha colleagues cannot be associated with this statement because their views may differ from mine on certain matters. Further, I must frankly say that not all my McGraw-Hill colleagues agree with all my views. Indeed, I myself do here and now reserve the right to disagree with myself at some later time. All this is to suggest, of course, that we do not yet know as much as we would like to know about this reprint program, which was started some twelve years ago as the pioneering international partnership of its kind.

You know, of course, that this reprint series was initially produced for Asian markets alone. You may not know that it was undertaken by McGraw-Hill with some caution and with two uncertainties in mind: Could it be made profitable enough for both partners? How much would it adversely affect the sale of our original editions and thereby hurt our ability to publish certain important books that depend on export markets for their viability?

These uncertainties were offset by our strong desire to make our books available to Asian students and professional people at prices which more of them could afford. This we wanted to do as a service to the educational and developmental programs of several Asian nations where our texts and reference books were desperately needed in larger numbers.

I can now report, happily, that the two uncertainties were resolved in time with reasonable satisfaction. Also, the program has succeeded in making hundreds of thousands of low-priced texts and reference books available to students not only in Asia but in all other continents except North America. As we grew in experience with selling and distribution problems, market areas were extended, first to the Middle East, then to Africa and Latin America, then to Europe, and finally to Australia and New Zealand.

Now, a few basic facts about the program:

— Some 500 titles have been reprinted in over 5 million copies. The median printing through the years has been about 4,000 copies — the smallest 2,000, the largest 50,000. All but a few titles are paperbound. Almost all printings are from offset plates made from copies of original editions.
— Titles are selected and printing quantities determined by mutual agreement of the partners. Quality specifications are decided likewise.
— Reprints usually appear from eighteen months to two years after original publication.
— Kogakusha list prices are about 35% of U.S. list prices. After markup, books are sold in export markets at retail prices that average about 50% of U.S. list prices.
— Kogakusha sells the Japanese market, McGraw-Hill sells all others. At first Japanese sales were about 40% of the annual total; now they are about 16%.
— Sales through McGraw-Hill subsidiaries in England, Australia, South Africa, Mexico and Panama now account for about 35% of the annual total.
— The average sale of 386 active titles in 1968 was about 3,000 copies.
— Kogakusha has proprietary responsibility for inventory, billing and shipping, credit and collection.
— Kogakusha provides all the working capital and assumes all the business risks.
— Kogakusha pays McGraw-Hill a specified rate of royalty on all sales, from

which McGraw-Hill must recover its author-royalty costs, meet its sales and promotion expense, and then look for a modest profit.

Next, a few remarks about our *International Student Editions* as a publishing enterprise. (Most of these will, I think, fit any reprint program of a similar nature.)

These reprint editions enjoy several rather obvious built-in advantages:

— They are published under an imprint that is well known throughout the world.

— They are selected from a large list of textbooks of proven quality and salability, and by a consensus of sales managers who have thorough knowledge of world markets.

— They enjoy "free rides" on the reviews, advertising, and promotion of the original editions.

— They are sold by salesmen who already know them as successful products.

— In production they do not bear any of the editorial and plant costs that burden original editions.

— The quality of their manufacture is high in relation to their costs and prices.

Offsetting these substantial advantages are a few serious disadvantages. (Every Eden must have its serpent, it seems.) These disadvantages are:

— The editions are sold largely in widely dispersed, low-income markets which are costly to reach and hard to sell and service.

— Shipping and related costs are high, and transport often is slow and uncertain.

— Exchange and credit also are often difficult and uncertain.

— There is little economy of scale in larger printings because plate costs are such a small part of total manufacturing costs. The per-copy cost of a 10,000 or 20,000 printing is only slightly less than that of a 5,000 printing.

On balance this program has been successful, but not as successful as we had hoped. Sales per title have not been as high nor as sustained as we had expected. Profits have been only moderate, yet good enough to keep both partners interested. But certainly the venture has performed a worthwhile international service to higher education.

Now, finally, a few generalized observations — all of which are here offered subjectively and with due recognition of the limitations of my experience with only one reprint series of substantial size.

First, titles for reprint should be drawn largely from lists of well-established textbooks that are suitable for university adoptions.

Second, production and order fulfillment should be located in a large national or regional market. This is needed for subsistential support.

Third, the support of a national sales organization is necessary, and the additional support of export sales organization desirable. (In this connection it should be noted that even with the support of some 50 McGraw-Hill export salesmen covering 82 countries, over 40% of the active list of *International Student Editions* in 1968 sold fewer than 1,000 copies.)

Fourth, for production, it is essential to have modern offset presses, low-cost skilled labor, and a ready supply of fairly good but low-cost book paper. Paper supply is an especially critical factor because university texts cannot be printed on cheap, unfinished stocks.

Fifth, adequate working capital is needed to finance slow-turning inventory and long-term export receivables. Invested capital can be turned over no faster than once a year.

In conclusion, let me emphasize two cautionary points. First, no one should expect a reprint program to effect miraculous reductions of manufacture, marketing, and distribution costs. Second, no one interested in undertaking a reprint program should confuse needs for low-cost textbooks with effective market demands for them. Either mistake could lead to a disastrous experience.

PUBLISHING MEDICAL AND SCIENTIFIC BOOKS

by

HARRY R. MOST

President

W. B. Saunders Co.

Of the making of scientific and medical books many things can be said and volumes written. In this brief paper I shall try to touch only on those aspects of this branch of publishing which seem to me to be germane within the context of the purpose of these seminars.

First, I should like to make some generalizations about scientific and medical publishing which may seem to a sophisticated audience both trite and obvious but which nevertheless need be said to lay the groundwork for a later discussion of the specifics. It goes without saying that in all nations, new or old, developing or established, there is a great and continuing and growing need for these kinds of books for they play a great role in educational development and, thereby, in improving the health and welfare of the community. If they do this well, then they contribute increasingly to that community's industrial growth and its eventual economic well-being. As the book remains the basic and long enduring tool of pedagogy, so does the scientific and medical book continue to be, through every period of a country's economic development, a guilding and assisting mechanism toward the ultimate goal of man's improvement.

Secondly, it should be realised that in the whole world market for books, the portion occupied by the scientific and medical book is a relatively small and specialized one. And that small market is greatly fragmented by the variety and number of scientific disciplines and the intense degree of specialization within these areas. This in turn, leads increasingly to the production of monographic literature; monographic on the one hand for the professional specialist and research person; monographic on the other hand even for the textbook which serves these specialized markets. In the most commercial aspects of publishing and the book trade this means, of course, that to profitably market our product we must have not only a well organized and efficiently operated book store system, but to reach the ultimate consumer — the individual book buyer whether he be a professional, a student, a researcher, a library — we must indulge in ever more expensive methods of advertising and promotion.

Thirdly, from what has been said thus far, it becomes very apparent that the publishing of scientific and medical books requires a substantial amount of capital investment at the beginning, with the expectation of a relatively slow turnover of inventory and a resulting longer period before ultimate profit is realized on investment. Which may explain in part, why relatively few new scientific publishing firms adorn the publishing scene, and the publishing of this kind of book remains very largely speaking, in the hands of a few old-timers; companies firmly entrenched with the requisite funds and expertise to guarantee an eventual reasonable profit.

Finally, I think I should be remiss were I not to touch on, however briefly, one last factor which increasingly intrudes itself on this publishing segment. I refer here to the inroads made — especially as I say, in scientific and medical publishing — by the irresponsible use of the photocopying techniques now available to almost anyone. In a market, often restricted to the library, the professional person and the researcher, the unrestricted use of photocopying has begun to be a force which we must learn how to control, else we slowly find part of our market being eroded away by indiscriminate and uncompensated copying of part — or indeed, all of our books and journals.

Now, as to the specifics of scientific and medical publishing as they apply in the United States, but also as I think they must apply everywhere when this form of publishing is entered upon. The actual mechanical "making" of a book has to be

vastly similar whether the book is a novel, a textbook or a scientific monograph; there are just a certain number of operations. Within these limits, however, there are a variety of ways in which scientific publishing does differ and I shall briefly try to enumerate them.

In the beginning of the publishing process we have author and editor. Because the author here is a scientist dealing with a varying degree of technically difficult subject matter, your editor, working with the author, has to be a person endowed not only with the ordinary editorial requirements of competence in language, imagination and unlimited patience. More, he must have acquired by long and diligent apprenticeship that degree of expertise to deal in his own language with author and subject matter. That is to say, the editor should have competence in the scientific disciplines wherein he works, and this is not easily come by; yet the author has a right to expect this and the ultimate success of the book requires it.

Passing along from editorial to production, we find a combination required of individual skill and knowledge on the one hand and the financial ability on the other to eventually create a successful book. From creation of the original format of the book, through the whole production process we find an unusual amount of competence required in dealing with such diverse problems as the printing of complicated chemical formulae and mathematical symbols to the successful reproduction, so that they become significant teaching instruments of exquisite half-tone x-ray illustrations and incredibly precise and beautiful photomicrographs. For their eventual proper use, skill, knowledge and money are required in the production program.

So, all these skills of the publisher, his editorial and his production staff have been blended in a continuum of effort, and a book has resulted. And this is a book, let us say, created to be the superb teaching instrument which the author intends and the scholar requires. To reach the customer with this scientific book is no less a special task. First last and foremost, the publisher must get it into the hands of the bookseller, and here the requirements are not unique. A country-wide system of good bookstore distributors has to be assured for the success of a book — bookstores financially viable, staffed with people who know their product and its market, and who know how to tell this market of their wares. This has to be true of every country, young or old — with you as it is with us.

Then, since we are operating in a market composed of individual customers, institutions, libraries, school systems and educators, government and research, it becomes necessary to pursue our customer much more closely and personally if we are to achieve our sales aims and potential. So it is common practice in the United States because of the nature of our market, fragmented and small, that the publisher complements the role of the bookseller by a host of promotional devices all aimed at reaching in a personal way, that ultimate and elusive customer. By advertising in professional journals, by direct mail campaigns, by personal calls from trained representatives on teachers and institutions, by attendance at professional society meetings — with all this and more and in the face of the stiffest kind of competition and the American publisher must vend his books.

And now, finally, we come full circle and return to the person with whom we started — the author. This gentleman deserves properly, some of our attention, for not only is his the creative genius which originates, but he becomes increasingly a financial factor in the eventual costing and pricing of our product. And this is as it should be, and the competition — financially speaking — to secure the author, like all competition in any industry, eventually improves the product. I can remember very well when the author of a scientific or medical book received a flat maximum royalty of 10% on domestic sales, and half of that on his books sold overseas. Nowadays 10% is the starting point and his royalties can climb to 20% in a variety of combinations, aided and abetted along the way by grants, advances and aids of all kinds. I cite this information for two reasons and from these reasons to draw a conclusion. The author's royalty return has become increasingly important to him financially while at the same time, that author's royalty becomes a prominent part of the cost of an already expensive book.

The conclusion? The author ends up with a book which he is well aware is a very worthwhile property financially. The publisher ends up with a valuable literary property in which he has invested a great deal of money, and he, too, is well aware of it. So both the author and the publisher are going to cherish and hold highly valuable this expensive product to finally receive from it a normal profit.

If all that has gone before has seemed, in part at least, to be a voice of doom crying over the difficulties of scientific and medical publishing, it hasn't been so meant. Granting financial ability, a clear vision of the difficulties involved, and the necessary ingredients of competency and judgement, scientific publishing can be very rewarding and much less speculative than many other branches of the same profession.

Finally, then, and I shall be brief for this matter has been worked over many times and doubtless will be again — when the American scientific and medical publisher enters the international market place he does so with two clear obligations. First, he must do the best he can, businesswise, for his author and for his firm — he must, as it were, "get his own back." Secondly, he has an obligation to the scientific and educational community of the world to see that the best of his products are made available on a worldwide basis so that they can truly play their proper role in the world development. The two obligations are not always harmonious but to the everlasting credit of the science and medical publishers of the world, they have been up to now the industry leaders in making new ventures in strange lands — and again with a dual responsibility. Translations, co-publishing ventures, and international student reprint editions — with all these you are as familiar as I. I know you recognize also that the American's participation in publishing in a "developing" country requires on his part a somewhat more speculative attitude of mind that he normally entertains, a much longer point of view when looking toward eventual recoupment of investment, and an acceptance of a concept of lower profit by far than he is accustomed to think of as normal.

With these restrictions it is understandable why many American publishers have remained at home with the good market that exists there. Increasingly however, I think we find more and more American publishers taking the longer view. In fact, I dare take the liberty to say that if the foreign publisher takes cognizance of the inherent responsibilities to which the American publisher is heir as a sensible and honest business man, then more and more American publishers will move into the overseas business. I think it fair to say we wish only recognition that in our scientific and medical publishing world, we come with an expensive and hardwon product, but one for which we will make any reasonable — and some unreasonable — concessions to place it in the hands of our fellow responsible publishers in every developing country

SUCCESSFUL BOOK PUBLISHING

EDITING PROBLEMS IN SINGAPORE

by
B. E. NICHOLAS
Manager, Malaysia Publishing House Sdn. Bhd.

Although I mention Singapore, the likelihood of these same problems may in all probability exist in other territories as well.

Editing as we are all aware cover such items as (a) Typographical errors, (b) Passages that may confuse a reader, (c) Usages that may cause trouble for a printer, (d) Correct spelling, (e) facts and so many other problems which may occur once a manuscript is accepted and work on it begins.

Those of you who have done much editing and know the problems will realise that what I'm driving at is, that the job of an Editor is really a specialised one. One which a high standard of education alone is NO passport to editing. We have schools for secretaryship, for accountancy, for teachers to know how to impart knowledge and obtain results, but as far as I'm aware we do not have any institution where someone with a liking for editorial work can obtain the necessary know how theoretically and practically and then with some justification claim that he is able to edit.

The editor for instance may be a Copy Editor or a General Editor and Publisher. What does this entail — just a working knowledge of good English or the National Language whichever it is? I'm very much afraid not. Such problems as what typographical mechanics should be employed must be determined such as names in small capitals, in italic, in bold face (rare in these days), or in plain roman. The editor must question inconsistencies, unintelligible abbreviations and other usages that might trap the reader.

Occasionally the copy editor is required to cut the story to a predetermined length and here he must have the skill to perform such a task without doing an injustice to the author. Then he goes through the manuscript paragraph by paragraph, sentence by sentence, word by word and chapter by chapter. This proves beyond any doubt that every book has its own editing problems and the question of whether one is qualified to do this type of work becomes even more apparent.

The duties of any good editor are truly most exacting (1) He must love books. (2) Respect authors — as arrogant editors do not fit into any editorial department. (3) He must have an eye for detail and a passion for accuracy governed by good judgement. (4) He must be really familiar, even intimate, with the English language and correct English usage.

Imagine an editor having to work on a dull manuscript but he does learn from each book he works on and thus increases his ability. His calling is humble and honourable yet he is not superhuman.

I now come to 'Textbook' editorial departments in order to prove my point on training and qualifications. These men may be specialists in the language arts, sciences, mathematics, social studies or the art, or they may be concerned primarily with grade levels elementary, secondary, college or university.

Textbook editors aside from their editorial aptitude should have a close knowledge of teaching. We know that many editors have come into the profession from only a brief experience in the schoolroom. This is definitely not enough when we take into consideration all that is required of an editor.

We need many editors, good ones, men not only well qualified to do the job but truly dedicated to the profession and this I do believe justifies my statement that we do need a school for editors, to train them on editorial duties, particularly in large firms where there are many types of editors with various titles bestowed upon them. They may be classified as special editors, juvenile editors, business editors, textbook editors, garden book editors and so on. It is not my intention to teach you how editors should carry out their duties but to emphasise one fact, and that I repeat is, if a specialist in any other trade has to undergo long and careful training then why isn't the same process applied to an editor's job because I really do believe that editors are not born but they must be made.

SUCCESSFUL BOOK PUBLISHING

"Management"

by
P. MOWE
Asst. General Manager
Federal Publications Sdn. Bhd.

Introduction

For the purpose of this discussion, I propose to confine my remarks within the following four limits:

1. The geographical area of Malaysia and Singapore.

2. General reference to medium sized book publishing companies in Malaysia and Singapore that have:

   a) a publishing programme in excess of 15 books a year and

   b) a turnover in excess of M$500,000 a year.

3. School Textbook Publishing and finally

4. A time limit of ten minutes.

Setting the Objectives

The most important function of the Management of a book publishing company, as with any other business, is to set out clearly its objectives.

Its next most important function is to communicate these objectives to the staff in clear and unambiguous terms.

As an example, the Management of an educational book publishing company must, I feel, decide whether its business is to publish school textbooks, whether it should publish books geared to examinations, whether it should publish supplementary texts or finally, whether it should publish books for the general public.

No medium sized company can pursue all four objectives equally well all the time.

The obvious limitations are capital and manpower.

But the most crucial result of a lack of clearly defined objectives is the absence of properly trained and suitably qualified local staff in many publishing companies here to-day.

Without clear objectives, no management can plan the development of personnel and the development of its publishing programme. The result in educational publishing particularly is often a hodge podge of individuals concentrating on the mechanical aspects of book production and sales with little regard for the contents and objectives of the books and the actual needs of the children who will use them.

Management must set standards for the quality of its publishing and it can only do so if its goals are clearly defined.

And repeatedly defined.

Whose responsibility?

Many publishing companies in Malaysia and Singapore — even those of medium size — are really one-man operations. This is not a criticism. It is merely a statement of one of the limitations to corporate development in local publishing.

Where one man assumes the role of publisher, financier, production executive and marketing executive, then little can be said of Management's role in such a situation, as obviously all decisions are made by one man. The quality of these decisions is entirely dependent on the quality of the man.

The first step then, in discussing the proper role of Management, is to assume a separation of functions and the interrelation of these functions. The foregoing papers will have defined the separate functions.

I think I have time only to discuss the relationship of the Management function to the Editorial function.

Editors in book publishing in Malaysia and Singapore are often relegated to the role of merely being points of contact between the Management and the author.

They then devote their whole attention to what I would term as the purely mechanical aspects of book editing.

They read the manuscripts for literals, grammatical mistakes, and language levels. They check proofs. They suggest illustrations. They function in fact more as book production co-ordinators.

It is my belief that Editors should also assume the more important function of publisher.

He should be given the responsibility of deciding on the books he wishes to publish.

In educational publishing, for instance, he would have to conduct research into the needs of the schools, the various syllabi, as well as assess the potential market for each project.

If the objective of the book publishing company is to produce school textbooks then such a man should have the necessary qualifications in his subject area to help him in his judgement.

The role then of Management would be to act as the "devil's advocate" to see if the editor's judgement will stand up to the simple criteria of any business investment.

Budget Control

The problem that faces Management when it delegates responsibility is the maintenance of control. How does one ensure that an editor, for instance, does not publish every manuscript he gets irrespective of the financial position of the company?

How does one impose control yet leave the editor free to use his initiative and assume responsibility?

I can only answer this by describing how Federal Publications operates this control.

Briefly, the Editor draws up a tentative programme of the projects he wishes to embark upon at the beginning of the financial year.

Each project is carefully costed out on the projected physical details — the size of the book, the number of pages, the print order, the allocation for artwork.

The manufacturing cost thus worked out is the investment budget requirement which the Editor submits to the Management for evaluation and approval.

The final programme agreed to between the Management and the Editor then serves as the Editor's guiding limit throughout the financial year.

Of course, the budget thus drawn up does not necessarily remain unaltered as the financial year progresses. Periodic reviews must be held and on occasions the programme will need adjustment as when an author fails to come through with his project or when there is a change of syllabus which requires a different direction to be taken by the publisher.

With the publishing programme drawn up, a publisher is then in a position to produce a projected balance sheet taking into account overheads and royalties as well.

This projected balance sheet serves as a useful guide to Management as well as an indicator by which it can measure its performance as the year progresses.

Credit Control and Discounts

The collection of money and a fair discount rate to the Trade are important areas for Management control.

Too long a credit period weakens your cash position and inhibits growth.

For the Industry as a whole too an unhealthy position can be created if the Trade is over dependent on long credit periods.

Booksellers dependent on long credit periods may expand too rapidly and leave themselves open to disastrous consequences as they build-up a large debtors list.

What is a reasonable credit period is a question which we might perhaps consider at this seminar.

There is much to be said for greater uniformity of terms to stabilize the Trade.

Another area over which good Management control is essential is that of Trade discounts.

It must be recognised that the Trade plays an important role in the distribution of books. They deserve a fair return for the services they provide.

However, the Trade is usually subject to pressures from schools and libraries to pass on part of their discounts. This practice is most unhealthy. The result is a poor service as the margin left to the bookseller is too slim for him to improve the quality of his staff or to enlarge his range of stock.

Management must always treat all Trade customers fairly as this is the only way to do business successfully in the long term.

I would like to conclude by drawing attention to the two different situations prevailing in Malaysia and Singapore between English Language and Chinese Language book publishing.

English Language book publishing on the one hand inherited a certain degree of stability from the U.K. publishers who dominated the market before the entrance of local publishing. The more or less uniform trade practices have continued and has contributed considerably to a healthy industry.

Chinese Language book publishing on the other hand had no fixed practices especially as there was no clear separation between publisher and bookseller. The practice continues to-day. As a result, Chinese Language publishing is very uneconomical.

It is evident even from those present here that there are more medium sized to large local English Language book publishers than there are for local Chinese Language book publishers.

Perhaps the significance of this will not be lost during our deliberations this week.

SUMMARY OF THE SEMINAR

by

DONALD MOORE

The key to the seminar has been the Singapore Book Publishers' Association — so much is this so that it now seems unbelievable that one year ago we in Singapore did not possess this vital organisation. One year ago we, as publishers, lacked any kind of institution which could represent us either within our own environment at home, or to people overseas. We had not means, for example, of holding this important seminar. If this seminar has taught us anything — which it has — it has taught us that if the interests of the industry are to be upheld, and there is much that needs to be upheld, the first step was the creation of a Publishers' Association. The Singapore Book Publishers' Association has a vitally important role to play in the years ahead.

One speaker drew attention to the fact that it is often too late to interest adults in reading and thus in books; they quickly pass beyond the reach of propaganda. All the more important is it, therefore, that a Publishers' Association should exist to promote the use of books among the young, in and out of school, so that books come to be universally recognised as essential and indispensable tools of living. We must work together as a profession, ceaselessly promoting Book Weeks, Library Weeks, Fairs and anything that can bring books to the attention of the public. We have to persuade people that there is as much entertainment — to say nothing of knowledge — in a book as there is in a night at the cinema.

I think the second most important realisation to come out of this seminar has been the profound difficulty of getting book publishing off the ground in this part of the world without adequate supplies of low-cost capital. Almost all book publishing in Southeast Asia is inadequately financed. Again, the Publishers' Association can play a crucial role here — by providing a better, more aggressive image for the industry as a whole, it can perhaps help persuade people that publishing does not necessarily lose money. It can perhaps persuade those who should know about publishing — what it is and what it can accomplish — that here is something worthy of their financial support even though it may never make the same profits as a brewery. In his paper Mr. Benjamin drew attention to this vital topic of capital. He pointed out the hurtful consequences of high-cost capital, not only here but even in the west, and said that governments and official agencies might well pay more attention to the very difficult problem the book publisher in the developing country experiences in attempting to mobilise the necessary sums of low-cost capital with which to get book publishing launched. It is not enough just to publish school text books. It is indeed as Mr. Benjamin said: A book industry is no less vital than highways in any developing country.

Speakers have dwelt not only on the problems facing the publishing industry; Mr. Cho dwelt instead upon the almost limitless opportunities which simply wait to be grasped. I would not underestimate either the difficulties or the opportunities: both are immense.

We discussed the subsidising of writers and I think we came to the conclusion that a subsidised writer was a lazy writer, that even if subsidisation increased the output, it was unlikely to improve the quality.

Children's books claimed a considerable part of the attention of the seminar. Children's books are crucial in that they encourage lifetime readers, but if they are inadequate or unsuitable, they can do untold harm. The seminar felt that it was essential that the quality of books in school libraries should be a matter for continuing concern — a big, fat book did not represent value for money if it was also a bad book, and all too often the school librarian with limited funds yielded to the temptation to buy two bad books which could be had for the price of one good one.

Much attention was also given to the question of what we called the reverse flow of books. The flow of books in English is almost wholly from the west to Southeast

Asia; the flow in the opposite direction is negligible. There is no remedy for this but a thriving publishing industry in Southeast Asia, and this depends on there being seminars like this one to identify the problems which have so far inhibited and stunted its growth.

Marketing concerned many speakers — one of the most vital aspects of publishing, for no matter what is produced, if it cannot be sold, or is simply not sold, all the time, money and effort have all been wasted. It was suggested that at a later date perhaps marketing workshops could be organised. The marketing of books in Southeast Asia, the seminar concluded, was still in its infancy, and anything that could lead to better salesmanship, better retailing, better promotion, was greatly to be welcomed.

Mr. Chester Kerr both instructed and entertained us in the matter of scholarly publishing. He rightly stressed that he too comes from a young country and encouraged us by saying that if we had not yet got very far along the academic publishing road there was no need to despair, for not so very long ago things were as bad in America as they are here now.

Mr. Benjamin surprised us with the knowledge that the median printing of McGraw Hill books was 4,000 copies and spoke eminently sensibly about the dangers of bringing about apparent economies simply by printing more copies.

Mr. Lund spoke eloquently on educational publishing, the kind of publishing which most closely concerns us here at this time, at this stage of our development. I think we were surprised and impressed at the planning which goes into the development of a major educational series in America — something which could well be emulated here in Singapore.

Mr. Most told us of the growing awareness among American publishers of overseas areas. The American publisher, he pointed out has a large and affluent market in his own country, and the drive overseas is less compelling, having regard to the risks and problems, than it is perhaps in Britain. But this, he felt, was changing rapidly, and that more and more American publishers would be venturing with ever bolder steps into overseas markets. He also said that the opportunities for co-publishing, for publishers in Asia to issue editions of books first created in America, would grow provided the necessary degree of mutual confidence were first developed.

Mr. Benjamin was very specific on the dangers inherent in state publishing of school textbooks. Publishing was difficult enough, hazardous enough, in all conscience, but if Government pre-emptied the school textbook market, thus denying to the private sector it's largest and most lucrative sales area, then the industry would very likely be strangled at birth.

Finally Mr. Kerr suggested that an annual Book Fair be developed in Singapore which could become a kind of Frankfurt Fair in Asia.

The resolutions which were adopted by the seminar were:—

RESOLUTIONS

Resolution 1

Having heard evidence on several ways in which a Federation of the Book Publishers Association of South-East Asia can serve the interests of all publishers in the region

The Seminar recommends that such a Federation be established at the earliest possible date, and that the associations of the nations represented at the Seminar be responsible for the organizing effort.

The Seminar recognises the following useful functions which a Federation could perform immediately:—

1. Exchange of information on book-development programme and projects.
2. Serve as liaison with the several educational innovation projects of SEAMC and with the various other projects that are of multi-national interest.
3. Prepare annually a classified bibliography of all books in English and other regional languages published in the member nations which can be used to increase export-import sales among the member countries and to promote export sales to the Western world.
4. Publication of a magazine to serve the whole of the region.

Resolution 2

Having noted that in the education systems of certain nations of South-East Asia books and the reading of books are planned as an important basic component of each national system, yet there is little or no allocation in the educational budgets for the purchase of textbooks for all children who need them, and being convinced that no school system can discharge its responsibility for giving children a broad and functional education without adequate school libraries, the Seminar recommends:—

1. That the governments of such countries be reminded that the obligation of public education carries the obligation of providing textbooks for all children, not just those whose families can't afford to buy them, and
2. That Book publishers, educators and librarians join forces in promoting the value of school libraries and in persuading educational and financial authorities that adequate public funds should be provided for the support of effective library services for all schools.

Resolution 3

Recognizing the fact that librarians and book publishers have many objectives and interests in common and that in the countries of South Asia there has been little or no effort to make common cause in support of these interests and objectives, the Seminar recommends that publishers associations and library associations in all countries be brought together in programmes and projects that will promote library services and the value of books as tools of educational and economic development and as means for cultural enrichment.

The Seminar agreed that the institution of National Library Weeks of the general kind that has been so successful in the USA and many other countries should be given high priority as a mutually valuable and supportable effort in this area.

Resolution 4

Recognizing the need in all South-east Asian nations for specialized workshops or training programmes on the techniques of successful book publishing, the Seminar recommends that publishers associations organize training in such specialities as manuscript evaluation and selection; copy editing; design and layout; manufacturing methods and processes; advertising and selling; distribution; and general administration.

The Seminar noted with satisfaction the stated willingness of the representatives of Franklin Book Programme and of several individual U.S. publishing houses to assist in all possible ways with the establishment of suitable training programmes. In this connection, it was generally agreed that it is better to bring required trainers to Asian countries than to send Asian trainees to the U.S. or Japan or some European country.

Resolution 5

Being aware of the fact that certain countries of South-east Asia have handi-

capped the development of indigenous publishing by imposing burdensome duties on imported book papers whilst allowing printed books to be imported duty free, the Seminar recommends that book publishers in such countries enlist the assistance of authors, educators, intellectuals, librarians and journalists in bringing the unfairness and the harmful consequences of this situation to the attention of the proper authorities, and that all persist in efforts to have such duties reduced or eliminated, especially as applied to imported papers for educational books.

Resolution 6

Recognizing the fact that markets for educational books are not only the largest but also the most profitable of all for indigenous book industries, and that such markets are of primary importance in the development of books industries that will serve all the needs of a developing country. And recognizing the validity of the argument that the preemption of textbook markets by nationalized textbook production makes it difficult if not impossible, for private-sector publishers to support the production of certain kinds of professional books and industrial that are also essential to national development.

The Seminar wishes to note the repressive influence of nationalized textbook production on the development of a viable private-enterprise book industry in any nation, and to suggest that it is unreasonable to expect private-sector publishers to support less profitable book requirements whilst the more profitable mainstay market for textbooks is taken away. The Seminar also recognizes that the private enterprise book industry, given enough incentives, can play a constructive role in fulfilling national educational goals.

Resolution 7

Noting the imbalance in the import-export flow of books between South-east Asia and the Western nations, and recognizing the need to correct this imbalance for the benefit of both sides, the Seminar recommends that Asian publishers be more energetic and resourceful in their efforts to export books to the West, and calls upon Western-nation publishers to give all reasonable assistance to these increased efforts. It is recognised, however, that the basic responsibility in the matter lies with the Asian publisher.

Resolution 8

Having heard evidence on the need for book publishers and book-publishers organizations to devote more effort and resources to propaganda directed to increasing public interest in books and reading, the Seminar recommends that all book publishers associations in South-east Asia undertake such activities as public book exhibits, national and local book fairs, and annual book awards such as those that have had such high promotional value in the US and other Western nations.

Resolution 9

Noting complaints that most scholarly publication reporting research done in Asian countries by researchers are produced in the the countries of the researchers where no thought or effort is given to making available such works to the scholars of the countries that were hosts to the researchers, the Seminar recommends that in each instance the possibility of a co-edition or a special import arrangement be explored by the researcher and his publisher. In certain cases, sponsors of the research project might be called upon to make sure that the published reports are made available to the scholars of the countries or regions where the research was made.

Resolution 10

Being aware of the essentiality of domestic copyright protection for the development of a country's indigenous book industry in an orderly and economically viable way; and being aware also of the need for international protection of copyright for the development of substantial export market for books; the Seminar recommends that authors and publishers of each South-east Asian nation join in an effort to:—

1. Maintain or strengthen its domestic copyright law so as to provide protection at a desired level.
2. Promote the nation's accession to the U.C.C. or the Bern Convention, or both, if there is presently no membership in either of the two leading international conventions.

Resolution 11

In many countries of the region income tax as high as 40% is charged at source on the payment of royalties to the authors resident outside the country of the payment. Since in the developing countries of Asia good writers are not easily available, or cannot be easily induced to write, the Seminar recommends that the income tax on royalties paid to authors, whether residing within the country or outside, should be abolished altogether.

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